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LANGUAGE LESSONS

LAWTON B. EVANS

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INTRODUCTORY LANGUAGE LESSONS

BY

LAWTON B. EVANS, A.M.

SUPERINTENDENT OF SCHOOLS, AUGUSTA, GEORGIA



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EVANS'S INTROD. LANG. LESS.

E-P 1

A WORD TO TEACHERS

IT is of the first importance that children should be induced to speak; that they should talk of the affairs in which they are interested and about the things they know. With this as a basis, the teacher can lead them to speak correctly by showing them the proper forms, and later on can make them speak easily and fluently by an abundance of exercises.

We have all observed that children are eager to discuss that which is of absorbing interest at the moment. When their minds are filled with a stimulating idea, they express themselves abundantly. Their thoughts literally clamor for expression. Obviously we should first provide this stimulant for language, and then we may care for the manner of its expression.

The Language of Pupils. — Children come to school with all the expressions of their early association. Frequently they have been taught or allowed to speak incorrectly or loosely. These defects the teacher should correct constantly, putting the correct forms on the board for the pupils to see and repeat. No reason need be assigned for the correctness of certain forms, but they should be given as simple facts to be acquired as a habit of speech.

In addition to this the teacher should have regard to the tones of the voice, the articulation, the enunciation, the clearness, and the quality of expression of the pupils. Exercises in complete pronunciation and enunciation are valuable lessons in language, though they are not ordinarily given in the books. It is of the utmost importance to teach pupils to pronounce words distinctly and accurately.

Something to talk About.—It is essential that the pupils be incited to speech by an object or thought of interest to them. Almost any object of sense can be made the basis of discussion, can induce thought, opinion, story, and an oral or written exercise, provided the teacher throws his own individuality into it. In this way all natural objects, such as fruit, flowers, stones, animals, insects, and the like, can become an unending source of study and delight. Valuable lessons in science, ethics, economics, can be related to language exercises in unceasing variety and interest. In this way we induce children to make good, clear statements, summaries, and descriptions of their own rather than to depend upon the sentences that others have made, however elegant and exact. Synthesis is better than analysis.

Following this idea, the teacher will find in this book:

Pictures.—These should be talked about from the standpoint of what is seen and then from what is thought. Questions should be stimulating to lengthy and thoughtful replies. Errors of speech in the replies should be continually but gently corrected. Other pictures than those in the text should be used, especially pictures of the sort in which children take delight. Around these cluster many of the most charming conceits of the childish mind, and they often stimulate some of the happiest ideas coming from the youthful imaginations.

Stories.—Children love stories, and every teacher should be a good story-teller. A list of story books is given elsewhere that are suggestions for reading to the pupils. A story, however, to do its greatest good must not end with the narrative. It should be food for thought and expression. A teacher should follow the story by judicious questions, leading the pupils into all sorts of moral, ethical, and economic opinions. By this means a story feeds the nature of the child, and helps to develop his character as well as his power of expression.

A story may be read or told, then talked about from the standpoint of the narrative and from lessons to be derived from the narrative, and then may serve as a stimulus to other

similar stories. All the time its value as a medium for easy, fluent, accurate expression need not be forgotten.

Much value is attached by the author of this book to written exercises of the interesting sort. Accordingly, there are many stories to write, that the children may have free play for their imagination and constructive powers. It is not expected that all the stories given on one page or in one lesson should be written on any one day. One story is enough at a time. A teacher may select among the stories suggested and choose the one of the pupils' liking, or even suggest his own stories in place of those given in the book. The main thing is to induce the pupils to write about something they know or imagine.

Letter Writing.—This is the most serviceable form of written expression. We write letters more than we write anything else, and but few people use written language in any other way. Therefore the proper form of addressing, composing, and ending a letter should be carefully taught, and many exercises in writing friendly and business letters should be given. A child's letter should be written in a child's way and in a child's language, but it should be correct in every particular of punctuation, spelling, and address. Such letters become very personal when they are actually sent by mail and answers are received. A judicious teacher can arrange for all this to add zest to the writing. A good device is a school post-office, where letters are mailed to schoolmates, to be read to the class or not, as the teacher may determine.

Poetry.—The teacher will find much language help in the study of beautiful poems. The language, the sentiment, the beautiful expressions, sink into the minds of the pupils and make valuable and often indelible impressions. If all the poetry in this book were memorized and became a part of the pupils' feeling and mental content, it would be greatly to their advantage.

Above all things the teacher should strive:

To make the lessons interesting by conversation.

To make the children responsive and eager for expression.

To correct the errors and inelegancies of their speech.

To have all written work neat and accurate.

To stimulate new ideas properly expressed.

To lead pupils to a larger, better, and more beautiful language.

If this is done, the formal rules of grammar will come only as an aid and a means, and need not be the terror of youthful minds and the despair of the profession.

SOME STORY BOOKS FOR CHILDREN

Grimm's Fairy Tales.

Hans Andersen's Fairy Tales.

Robinson Crusoe — *Defoe.* (*Baldwin.*)

Uncle Remus, His Songs and Sayings — *Harris.*

Black Beauty — *Sewell.*

The Birds' Christmas Carol — *Wiggin.*

A Christmas Carol — *Dickens.*

Arabian Nights' Entertainment.

Gulliver's Travels — *Swift.*

King of the Golden River — *Ruskin.*

Wonder Book — *Hawthorne.*

Old Greek Stories — *Baldwin.*

Tom Sawyer — *Mark Twain.*

Wild Animals I have Known — *Thompson-Seton.*

Hans Brinker, or the Silver Skates — *Dodge.*

Alice in Wonderland — *Carroll.*

Little Lord Fauntleroy — *Burnett.*

True Bird Stories — *Olive Thorne Miller.*

Jungle Book — *Kipling.*

Fifty Famous Stories — *Baldwin.*

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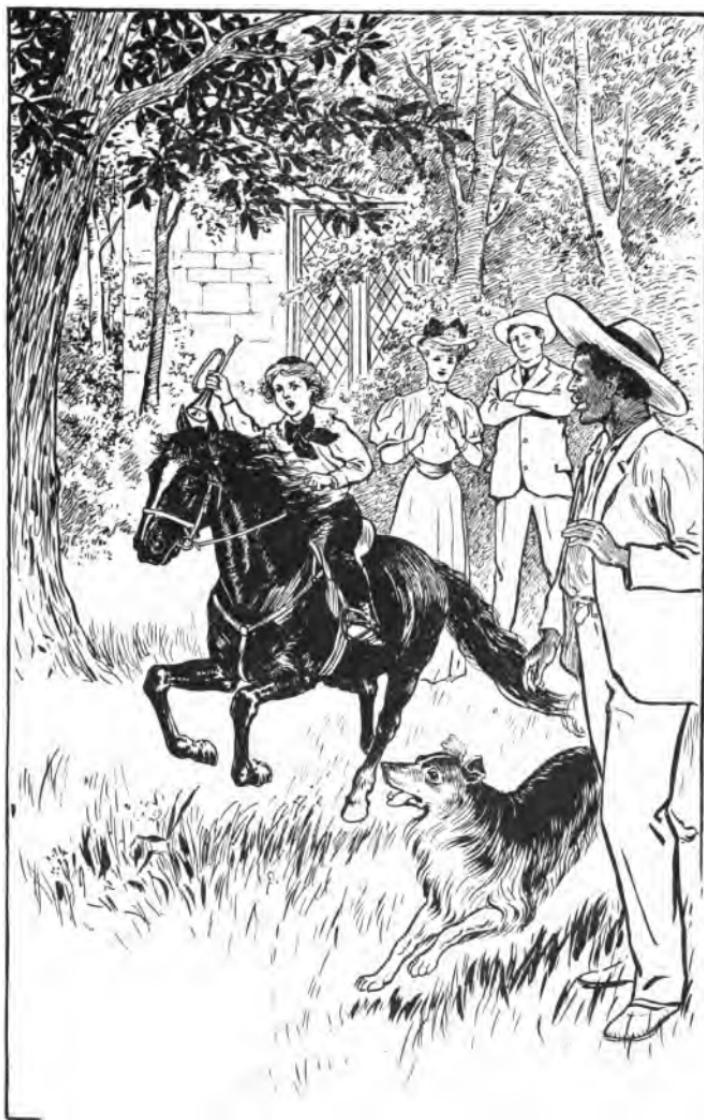
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INTRODUCTORY LANGUAGE LESSONS

LESSON 1.—STUDY OF A PICTURE. THE SENTENCE

Let us study this picture. What do we see?

1. The boy is riding a pony.
2. The pony is black.
3. The boy's mother and father are watching him.
4. A man is showing him how to ride.

Each of these lines tells something we see in the picture. Each line is called a sentence because it completely expresses a thought. Let us learn what a sentence is.

MEMORIZE: A *sentence* is a group of words that completely expresses a thought.

What other things do you see in the picture and what other sentences can you make?

Exercise. Write sentences in answer to these questions:

1. What is the name of the boy?
2. Where did he get the pony?
3. Where do you think they live?
4. What is the name of the dog?
5. What has the boy in his hand?
6. How many persons are looking on?
7. What is the dog doing?
8. What is the man doing?

LESSON 2.—SENTENCES THAT TELL FACTS

Exercise 1. What can you tell about the following things?

1. A boat	5. The sea	9. A mountain
2. A knife	6. The wind	10. An elephant
3. A boy	7. The sand	11. The peach tree
4. A house	8. The grass	12. The summer

Exercise 2. Finish these sentences:

1. A little pony —.	5. A big fish —.
2. A shepherd dog —.	6. A white-haired man —.
3. An old boat —.	7. An oak tree —.
4. The seashore —.	8. A young boy —.

A period is a dot (.) at the end of a sentence.

Exercise 3. Write a sentence about each of these subjects, beginning each sentence with a capital letter and ending it with a period:

1. Where you went during the summer.
2. What you did last Saturday.
3. What you like for breakfast.
4. A good name for a pony.
5. Something about the country.
6. A good game to play at recess.
7. Some books you like to read.
8. What you saw on the way to school.
9. The kind of house you live in.
10. The kind of flower you like the best.
11. A good dessert for dinner.

MEMORIZE: All sentences begin with *capital* letters. Every sentence that states a fact ends with a *period*.

LESSON 3.—SENTENCES THAT ASK QUESTIONS

Here are some sentences that ask questions :

1. Where are you going, my pretty maid ?
2. How far is it to London Town ?
3. How many pecks are in a bushel ?
4. Where does the wind come from ?

Each of these sentences begins with a capital letter and ends with a question mark (?).

Exercise 1. Can you answer these questions ?

1. Who discovered the Mississippi River ?
2. Who was called the Father of his Country ?
3. Where is the island of Cuba ?
4. What is the capital of Tennessee ?
5. Who settled the state of Maryland ?
6. What state raises the most cotton ?
7. Who invented the telegraph ?
8. Who wrote the Psalms ?
9. For whom is America named ?
10. Why do we celebrate the fourth of July ?

Exercise 2. Write a question about each of the following subjects :

1. Paris	5. Reindeer	9. Mountains
2. Skates	6. Football	10. The camel
3. Tobacco	7. The equator	11. The shepherd dogs
4. Sheep	8. Holland	12. The atmosphere

MEMORIZE: Every sentence that asks a question must begin with a capital letter and end with a question mark.

16 SENTENCES THAT REQUEST OR COMMAND

LESSON 4.—SENTENCES THAT REQUEST OR COMMAND

Here are some sentences that command :

1. Honor thy father and thy mother.
2. Remember the Sabbath day to keep it holy.
3. Open your mouth and shut your eyes.
4. Be sure you are right, then go ahead.

Each of these sentences advises or commands some one to do something. Each sentence begins with a capital letter and ends with a period.

When we begin a sentence of request or command with the name of a person, a **comma** (,) should be placed after the name of the person spoken to, as :

James, lend me your pencil.

John, please close the door.

A comma indicates the slightest pause of the voice in speaking. A comma is used to separate the main part of a sentence from the other parts.

The man, who came to our door, was a tramp.

No, I do not think he was.

Yes, he looked like one.

I was glad, however, to help him.

My son, if he is needy, you should help him.

Exercise 1. Write sentences that command, using the following words and having due care to the comma and the period :

go	come	bring	sing	run	jump	do
keep	obey	shout	tell	call	study	shut
take	give	learn	wait	open	hurry	hear

We should not forget that in giving commands or in making requests it is best to be polite as well as firm. Instead of saying "Close the door," it is better to say "Please close the door."

Exercise 2. In these sentences give the polite form of command or request :

1. Request John to return you your knife.
2. Direct the servant to hand you the bread.
3. Ask your teacher to show you the lesson.
4. Ask William not to take your hat.
5. Order a boy to catch your horse.
6. Request a pencil from a schoolmate.
7. Ask a rude boy not to push you again.
8. Ask of a stranger the way to the railroad station.

MEMORIZE: Every sentence that gives a command or makes a request must begin with a *capital letter* and end with a *period*.

Exercise 3. From the following sentences, select : first, those which state a fact ; second, those which ask a question ; third, those which express a command.

1. Bread is the staff of life.
2. Who killed Cock Robin ?
3. Go to bed early and get up early.
4. When shall we three meet again ?
5. Honesty is the best policy.
6. Pardon all men, but never thyself.
7. How many months was Columbus on his voyage ?
8. Give us this day our daily bread.
9. How many feet are there in six yards ?
10. A stitch in time saves nine.
11. A tree is known by its fruit.
12. Eat to live, but do not live to eat.

LESSON 5.—STUDY OF A POEM**THE CAPTAIN'S DAUGHTER¹**

We were crowded in the cabin,
Not a soul would dare to sleep,—
It was midnight on the waters,
And a storm was on the deep.

"Tis a fearful thing in winter,
To be shattered by the blast,
And to hear the rattling trumpet
Thunder, "Cut away the mast."

So we shuddered there in silence,—
For the stoutest held his breath,
While the hungry sea was roaring,
And the breakers talked with Death.

As thus we sat in darkness,
Each one busy with his prayers,
"We are lost!" the captain shouted;
As he staggered down the stairs.

But his little daughter whispered,
As she took his icy hand,
"Isn't God upon the ocean,
Just the same as on the land?"

Then we kissed the little maiden,
And we spoke in better cheer,
And we anchored safe in harbor
When the morn was shining clear.

— JAMES T. FIELDS.

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For Conversation.

Have you ever seen a ship? What is meant by the captain of a ship? What is the cabin? Why were the passengers crowded in the cabin? Why would no one dare to sleep? What is meant by the deep? By the blast? By the rattling trumpet? What is the mast? Why is it necessary at times to cut it away? Why is the sea called hungry? What is meant by the breakers talking with Death? Why did the captain say "we are lost"?

Imagine yourselves at sea and how frightened you would be. Tell the story of the faith of the captain's little daughter.

Each of the six divisions of this poem is called a **stanza**. How many lines has each of these stanzas?

In this poem we can find sentences that state facts. Here are some of them:

1. We were crowded in the cabin.
2. Not a soul would dare to sleep.
3. It was midnight on the waters.
4. A storm was on the deep.

What sentences that state facts can you find in the third stanza? What sentences can you find in the fourth stanza? In the last stanza? What sentence asks a question in the fifth stanza?

If you have ever heard of any one in a storm at sea, tell about it. If you have ever read a story of a ship lost at sea, repeat it to the class.

LESSON 6.—GAMES TO PLAY**Twenty Questions.**

The teacher or a pupil thinks of some object, and the others try to guess it in twenty questions, to which "Yes" or "No" only must be given in answer. The questions at first should be very comprehensive.

For example, the teacher may think of some object and the following questions may be asked and answers given :

Is it a vegetable? No. Is it an animal? No. Is it a mineral? Yes.

Was it used in ancient history? No. Was it used in modern history? Yes. In American history? Yes. In Colonial history? Yes.

Was it brought to America? No. Was it already here? Yes. Was it in a Southern colony? No. In a Northern colony? Yes.

Was it a big mineral? Yes. In the mountains? No. By the sea-shore? Yes. Did anybody land on it? Yes. Was it a rock? Yes.

Was it Plymouth Rock? Yes.

Game of Rhymes.

A pupil says, "I am thinking of something that rhymes with *rat*." (Any simple word will do as well as *rat*.)

Do you wear it on your head? No, it is not hat.

Do you play ball with it? No, it is not bat.

Does it bite and scratch? No, it is not cat.

Is it something for the door? No, it is not mat.

Is it a boy's name? Yes, it is Nat.

LESSON 7.—SENTENCES THAT EXCLAIM

If the day were very cold, we might say,
How cold this weather is!

If we heard of a wreck, we might say,
What a terrible accident that was!

If the house were on fire, we might say,
Fire! fire! Get some water! Hurry up!

If we were anxious about some one, we might say,
Oh, that he were safe at home!

These are sentences or words that express our feeling of surprise, sorrow, or excitement. Each one must begin with a capital letter and end with the exclamation mark (!).

Exercise. Write exclamations of what you would say:

1. If the snow were falling very fast.
2. If the railroad journey were long and dusty.
3. If some one had made a silly speech.
4. If a horse were running away.
5. If a child fell under the cars.
6. If you had burned your hand.
7. If the cow had broken loose.
8. If the train had been wrecked.
9. If you feared your friend would be drowned.
10. When you heard of his safety.

MEMORIZE: Every sentence that *exclaims* must begin with a *capital letter* and end with an *exclamation mark*.

LESSON 8.—SYLLABLES

If we take a simple word like *good*, which we can pronounce all together with one impulse of the voice, we say it is a word of one syllable. If we add *ness* to it to make *goodness*, we have a word of two syllables. Every part of a word that can be separately pronounced is a syllable.

Exercise 1. Count the syllables in these words :

beau ty	con tent	moun tain
beau ti ful	con tent ment	moun tain ous
hap py	ar range	play ful
hap pi ness	ar range ment	play ful ness
ug ly	du ty	vi o let
ug li ness	du ti ful	syl la ble

Exercise 2. Divide these words into syllables :

sentence	grammar	America	Franklin
question	although	creditor	California
pronoun	period	behavior	Oregon
adjective	masculine	remember	Europe
umbrella	addition	introduce	Asia
resolute	beginner	Cleveland	wickedness

Sometimes there is not room to finish the last word on a line, and a part of it must be written on the next line. It is important to remember these rules :

1. A word of one syllable must never be divided at the end of a line.
2. A word of more than one syllable may be divided by syllables only, in which case a **hyphen** (-) is added to show that the word is incomplete.

Exercise 3. In this extract notice and explain the use of the hyphen.

A man's dog is ever his faithful friend in hours of adversity. He is a constant attendant in days of health and a companion in time of sickness. No matter how drearily the winter winds may blow, or how fiercely the terrible heat of summer may beat, a dog is content if he can be allowed to accompany his master wherever he wanders. He will never complain if there is no food, and will tramp many long, weary miles without sleep or rest. When all other friends desert, he remains faithful. When riches, position, and reputation are gone, he abides steadfast and true. Tireless, watchful, and faithful he lies down by the grave of his loved master and mourns him dead, as though he were one of the princes of the earth.

LESSON 9.—STORIES TO BE COMPLETED

Here are the beginnings of three stories. Complete each one in the way you think best. Write each story neatly and carefully.

1. George and his brother Frank had a new boat. They went out on the pond to row, taking their big dog Ned with them. Frank was pulling very hard on his oar, when suddenly it broke and he fell backward —.

2. Rosa and Susie were playing on the beach one day, and did not notice that the tide was rising. They had built a sand house on some rocks and were having a good time, when a big wave came along and —.

3. George and Henry had been reading about the life of a circus boy, and were eager to try it for themselves. So one day when the circus came to town, they ran away from home and hired themselves to the animal show. All went well for a while, but one morning —.

LESSON 10.—STUDY OF A STORY

THE MIRROR

Look you, now we're going to begin. When we are at the end of the story, we shall know more than we do now about a bad goblin. He was one of the very worst, for he was a demon. One day he was in very good spirits, for he had made a mirror which had this peculiarity, that everything good and beautiful reflected in it shrank together into almost nothing, but whatever was worthless and looked ugly became prominent and looked worse than ever.

The most lovely landscapes seen in this mirror looked like boiled spinach, and the handsomest people became hideous, or stood on their heads and had no bodies; their faces were so distorted as to be unrecognizable, and a single freckle was shown spread out over nose and mouth. That was very amusing, the demon said. When a good pious thought passed through any person's mind, this was again shown in the mirror, so that the demon chuckled at his artistic invention.

Those who visited the goblin school—for he kept a goblin school—declared everywhere that a wonder had been wrought. For now, they asserted, one could see, for the first time, how the world and the people in it really looked. Now they wanted to fly up to heaven, to sneer and scoff at the angels themselves. The higher they flew with the mirror, the more it grinned; they could scarcely hold it fast. They flew higher and higher, and then the mirror trembled so terribly amid its grinning that it fell down out of their hands to the earth, where it was shattered into a hundred million million and more fragments.

And now this mirror occasioned much more unhappiness than before; for some of the fragments were scarcely so large as a barley corn, and these flew about in the world, and whenever they flew into any one's eye they stuck there, and those people saw everything wrongly, or had only eyes for the bad side of a thing, for every little fragment of the mirror had retained

the same power which the whole glass possessed. A few persons even got a fragment of the mirror into their hearts, and that was terrible indeed, for such a heart became a block of ice.

A few fragments of the mirror were so large that they were used as window panes, but it was a bad thing to look at one's friends through these panes; other pieces were made into spectacles, and then it went badly when people put on these spectacles to see rightly and to be just; and then the demon laughed till his paunch shook, for it tickled him so. But without, some little fragments of glass still floated about in the air.—HANS ANDERSEN.

For Conversation.

What is a goblin? What is a demon? What was the peculiarity of his mirror? How did the landscapes look? How did the mirror affect handsome people? How did their faces appear?

What is meant by "artistic invention"? Name some article in your house that might be called an artistic invention.

What did visitors to the goblin school say? What did they do with the mirror?

What happened to the mirror? What became of the pieces? How did some of the pieces affect people's eyes? How did they affect people's hearts? What about pieces used for window panes and spectacles?

What does this story teach us? What kind of people have pieces of the mirror in their eyes? What kind of people have pieces in their hearts?

Can you tell this story in your own language?

LESSON 11.—STUDY OF A PICTURE**THE SICK KITTEN****For Conversation.**

After looking carefully at this picture, close the book and describe what you remember. Let us make a list on the blackboard of all the objects in the picture.

1. Where do you think this little girl lives?
2. What kind of a place is she in now?
3. What did she find in the hay?
4. What was the matter with the kitten?
5. How did it happen?
6. What does she intend to do with the kitten?
7. What season of the year do you think it is?
8. How should we treat cats and kittens? Why?

For Writing.

1. Write what you think the little girl is saying to the kitten, and to the mother cat.
2. Write what you think the old cat is saying to the little girl and to the little kitten.
3. Write what you think the little kitten is saying to its mother and to the little girl.
4. Make a list of good names for cats and kittens.

For Story Telling.

1. Tell a story about a cat and her kittens.
2. Tell about your kitten and what it can do.
3. Tell a story about a stray cat that you once knew.
4. What else can you tell about cats?



LESSON 12.— KINDS OF SENTENCES

We have studied four kinds of sentences.

1. Sentences that declare facts. Such sentences are called **declarative sentences**.

Every declarative sentence begins with a capital letter and ends with a period.

2. Sentences that ask questions. Such sentences are called **interrogative sentences**.

Every interrogative sentence begins with a capital letter and ends with a question mark (?).

3. Sentences that command. Such sentences are called **imperative sentences**.

Every imperative sentence begins with a capital letter and ends with a period.

4. Sentences that exclaim. Such sentences are called **exclamatory sentences**.

Every exclamatory sentence begins with a capital letter and ends with an exclamation mark (!).

Exercise. What kind of a sentence is each of the following ?

1. Did you see the sun rise this morning?
2. How wonderful are thy works, O Lord!
3. The Andes are very high mountains.
4. How does a fly walk on the ceiling?
5. How I do love to skate on the pond!
6. Do not stand too near a precipice.
7. My son, if sinners entice thee, consent thou not.
8. How far is the sun from the earth?
9. Take care of your health.
10. What a dreadful calamity is an earthquake!
11. In what direction is the North Pole?

LESSON 13.—STUDY OF A POEM**A RAINBOW**

A bridge weaves its arch with pearls
 High over the tranquil sea;
 In a moment it unfurls
 Its span, unbounded free.
 The tallest ship with swelling sail
 May pass beneath its arch with ease;
 It carries no burden, 'tis too frail,
 And with your quick approach it flees.
 With the flood it comes, with the rain it goes;
 What it is made of nobody knows.

— FRIEDRICH SCHILLER.

For Conversation.

State two facts about the rainbow. Ask two questions. Make two exclamations. Give two commands.

LESSON 14.—MAKING SENTENCES**Exercise 1.** Write sentences declaring facts about :

1. A street car	3. Christmas	5. The cotton plant
2. An automobile	4. The violet	6. The orange

Exercise 2. Write sentences asking about :

1. Deserts	3. The silkworm	5. The Revolution
2. Mining	4. Seal hunting	6. Volcanoes

Exercise 3. Write sentences exclaiming about :

1. A hard lesson	3. A vain girl	5. A lazy boy
2. A fierce battle	4. A cruel man	6. A hot day

Exercise 4. Write sentences commanding to :

love	sleep	eat	live	cook	recite
fear	honor	trust	carry	shoot	plant

LESSON 15.—MAKING SENTENCES

Exercise. Write a short story about each of the following subjects. Use the different kinds of sentences. Here is one story :

A cow fell into a ditch. What a pity for such a fine animal to be in so bad a fix!

Some boys came by and said "How did this happen?" But no one knew.

One boy said to another "Go quick and get a rope."

So a rope was brought and they pulled the poor cow out of the ditch. Was not that a kind thing to do?"

Subjects for short stories :

1. A car ran off the track.
2. A boy cut his finger.
3. A goat fell into a well.
4. Joseph met a mad dog.
5. Mary went to the circus.
6. The lion escaped.

LESSON 16.—CHANGING SENTENCES

Let us take the sentence "*The little child sleeps,*" and see to what kinds of sentences we can change it.

1. The little child sleeps.	Declarative.
2. Does the little child sleep?	Interrogative.
3. How sweetly sleeps the little child!	Exclamatory.
4. Sleep, little child.	Imperative.

Exercise. In the same way as above, change each of these sentences into other kinds :

1. The winter winds blow.
2. The fierce lions roar.
3. The children play happily.
4. The birds sing sweetly to us.
5. James plays the piano.
6. The foot of time falls softly.

LESSON 17.—THE SUBJECT OF A SENTENCE

Read these sentences :

1. *The elephant* is the largest of animals.
2. *Solomon* wrote many proverbs.
3. *Oranges and lemons* grow in Florida.
4. *Gold* is found in California.

In the first sentence what animal are we talking about? In the second sentence what man are we talking about? In the third sentence what two things are spoken of? In the fourth sentence what state is spoken of?

All the words in a sentence that tell what we are talking about are called the **subject** of the sentence.

Exercise. Copy these sentences and underscore the words which compose the subject. In each sentence ask the question, "Of what or of whom are we speaking?"

1. The Andes Mountains are in South America.
2. The Panama Canal is a great enterprise.
3. Demosthenes was a great orator.
4. Edgar Poe wrote many fine poems.
5. The Mammoth Cave is in Kentucky.
6. A burnt child dreads the fire.
7. Bread is often called the staff of life.
8. A little learning is a dangerous thing.
9. The hand that made us is divine.
10. Three tired and hungry boys came home that night.
11. The raw recruits proved to be men of great courage.
12. The Psalms of David are found in the Old Testament.
13. Virtue is its own reward.
14. Contentment is better than riches.

LESSON 18.—THE PREDICATE OF A SENTENCE

Read these sentences :

1. The wild wolves *tore the dogs to pieces.*
2. The green grass *grew in the street.*
3. The great storm *overwhelmed many ships.*

In the first sentence what is said about the wild wolves? In the second sentence, about the green grass? In the third sentence, about the great storm?

All the words in the sentence that tell anything about the subject are called the **predicate** of the sentence.

All sentences are divided into two parts. The first part is that of which we are speaking and is called the **subject**. The second part is that which we say of the subject and is called the **predicate**.

We can separate the subject and the predicate of a sentence by a line thus :

SUBJECT	PREDICATE
1. Lions and tigers	eat raw meat.
2. Beautiful flowers	grow in the forest.
3. The robin's song	is the first sign of spring.

Exercise. Copy these sentences and separate the subject and the predicate by a line, as above:

1. The silence of the night was disturbed by a shot.
2. Every leaf in the forest was parched from the drought.
3. The timid deer came to drink at the fountain.
4. The intrepid guide carried us to the very top.

MEMORIZE: *To find the subject ask the question, "What are we talking about?" To find the predicate ask the question, "What is said about the subject?"*

LESSON 19.—EXERCISES

Exercise 1. Separate the following sentences into subject and predicate, as you did in the last lesson:

1. Peter's wife's mother lay sick of a fever.
2. Roses, violets, and lilies are very popular flowers.
3. The silent moon shines clear in the sky.
4. A gentle voice and a polite manner show good rearing.
5. An old and threadbare coat hung on the nail.

Exercise 2. Add subjects to these predicates:

1. —— is dangerous sport.	5. —— could be heard afar.
2. —— ended at last.	6. —— lay down to sleep.
3. —— makes one happy.	7. —— cried all night.
4. —— slept heavily.	8. —— leads to misery.

Exercise 3. Add predicates to these subjects:

1. A boy's pocket ——.	4. A merciful man ——.
2. The Pilgrims ——.	5. A rainy day ——.
3. A thirst for wealth ——.	6. The women ——.

Exercise 4. Copy this paragraph and underscore the words in each sentence that compose the subject. The words not underscored will be the predicate.

A great cry arose from the people. A child had fallen overboard. The little fellow had slipped away from his mother. Not knowing what he was doing, he had jumped into the sea. John jerked off his coat. He then shook off his shoes. Quick as a flash he was in the water. The little golden head could be seen in the waves. The mother had given a great cry. The crowd cheered. Then everybody was still. John swam bravely toward the little child. He reached out his hand. He caught him fast. He swam with him to the shore. Everybody raised a shout of joy.

LESSON 20.—QUOTATION MARKS

When we report the exact words that another person has spoken or written we are said to quote them. The words are called a **quotation**, and in writing we have certain marks to indicate that we are not using our own words but the exact words of another.

These marks are called **quotation marks** and are made thus “—”. Notice them in these sentences.

“England expects every man to do his duty,” said Lord Nelson.

“Duty is the sublimest word in the English language,” said Robert E. Lee.

“I would rather be right than be president,” said Henry Clay.

Exercise. Copy these paragraphs and put quotation marks where they belong.

1. An old man who saw a child stand for a long time by the side of a stream said, My boy, why do you gaze so long on the brook? Sir, said the child, I am waiting for the water to pass by so that I can pass with dry feet. Nay, said the man, you might stay all your life and not do that for this brook will run as long as you live.

2. A man who was fishing caught a very small fish. Oh! said the fish, please let me go now. I am so very little. You can catch me again. No, said the man, if I should turn you loose now I might not catch you when you grow larger.

3. Good morning, friend spider, said the fly. I have come to sing my morning song to you, Buzz, buzz, buzz! What a pretty song! said the spider. Come into my little parlor and sing again. You are very kind, said the fly, but she never came out of the spider's parlor.

LESSON 21.—SOME CONVERSATIONS TO WRITE

1. A dog caught a rabbit in the woods and was about to eat it. Write the conversation between the dog and the rabbit.
2. An old horse turned out of its home met a young colt in the road. Write what the young colt said and what the old horse replied.
3. A fat turkey and a poor turkey were roosting side by side the week before Christmas. Write what they said to each other.
4. Just as he was coming down the chimney, Santa Claus caught the little boy awake and watching him. Write what Santa Claus said and what the little boy replied.
5. The peafowl was boasting to the mocking bird of his bright feathers. Write what the peafowl said and what the mocking bird replied.
6. A rich young girl met a poor old man in the road. He was sick and old and lame. She stopped and talked to him. What did they say to each other?
7. A fox fell into a well and could not get out. He called for help, and a wolf heard him and asked what he wanted. Write what the fox said and what the wolf answered.
8. A lion met a mouse and was about to kill him, but the mouse begged so hard that the lion let him go. Write what the mouse said. Not long after that the lion was caught in a net, and the mouse came and gnawed the net in pieces. Write what the lion said.

LESSON 22.—STUDY OF A PICTURE**LEAP FROG****For Conversation.**

1. What are these boys in the picture doing?
2. How do you play leap frog?
3. Why do we give that name to the game?
4. Why do you suppose one boy has a letter on his sweater?
5. What time of the day is it? Why do you think so?
6. What time of the year is it? Why do you think so?
7. What kind of a school is it? Why do you think so?
8. How many boys are playing leap frog?

For Writing. (Be sure to use quotation marks in writing a conversation. For example, Henry says: "Look out, here I come. Hold steady.")

1. What does the boy bending over say to the boy on his back?
2. What does the boy running say to the one leaping?
3. What does the boy leaping say to the one bending over?
4. What does the last boy say to the one in front of him?
5. What do the boys looking on say to those playing?
6. What are the children near the schoolhouse saying?



LESSON 23.—STUDY OF A POEM**THE BROWN THRUSH¹**

There's a merry brown thrush sitting up in the tree;
 He's singing to me! He's singing to me!
 And what does he say, little girl, little boy?
 "Oh, the world's running over with joy!
 Don't you hear? Don't you see?
 Hush! look! in my tree,
 I'm as happy as happy can be!"

And the brown thrush keeps singing: "A nest, do you see,
 And five eggs, hid by me in the juniper tree?
 Don't meddle! don't touch! little girl, little boy,
 Or the world will lose some of its joy!
 Now I'm glad! now I'm free!
 And I always shall be,
 If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,
 To you and to me, to you and to me;
 And he sings all the day, little girl, little boy,
 "Oh, the world's running over with joy;
 But long it won't be,
 Don't you know? Don't you see?
 Unless we are as good as can be."

— LUCY LARCOM.

For Conversation.

What kind of a bird is a thrush? What kind of a note does he make? To whom is the thrush singing? What does he say in the first stanza?

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Draw a picture of a thrush. Of what color should you make it? Of what color are the thrush's eggs? What other kinds of birds do you know? What kind of notes do they make? What kind of eggs do they lay?

Why is the thrush so happy? What does he tell the little boy and girl not to do? What do you think of that? What question does he ask in the second stanza? What command does he give? What exclamation does he make?

To whom is the brown thrush always singing? What does he say all the day? What is our duty toward all birds and their nests?

Where are quotation marks used in the first stanza, and why? In the second stanza? In the third stanza?

For Writing.

1. Make a list of all exclamations in the poem.
2. Make a list of all questions in the poem.
3. Make a list of all commands in the poem.
4. Make a list of all the facts in the poem.
5. Copy this exercise.

One day while General Lee was riding along a highway, he heard the faint cry of a little bird in distress, on the ground by the side of the road. Dismounting, he took the little bird tenderly in his hands, and seeing that it had fallen out of its nest and was quite helpless, he placed it carefully again in the nest which was in the forks of a low tree.

A man does not lose any of his greatness by being kind to those in distress, even though it be to a helpless little bird.

LESSON 24.—PUNCTUATION

Learn these rules by heart:

1. A period must end every declarative sentence.
2. A period must end every imperative sentence.
3. A question mark must end every interrogative sentence.
4. An exclamation mark must end every exclamatory sentence.
5. When we quote in writing the exact words of another, we must use quotation marks.
6. A word of one syllable must not be divided at the end of a line.
7. A word of more than one syllable must be divided by syllables only.
8. A hyphen at the end of a line indicates a word that is not complete. A hyphen follows a syllable only.
9. A comma is used to indicate a slight break in the reading of a sentence, as well as to set off the main part of a sentence from the other parts.

Exercise. Punctuate correctly, and put capital letters in the following selection :

an old cat was in a fair way to kill all the mice in the barn
one day the mice met to talk about the great harm that she was
doing them each one told of some plan by which to keep out of
her way do as i say said a gray bearded mouse who was thought
to be very wise do as i say hang a bell to the cat's neck and then
when we hear it ring we shall know that she is coming good
good said all the rest and they ran to get the bell now which
one of you will hang it to the cats neck asked the wise one with
the gray beard not i not i cried all the mice at once

LESSON 25.—STUDY OF A STORY

NIPPER

Many years ago I was walking down Duke Street, Edinburgh, when I felt myself gently nipped in the leg. I turned, and there was a ragged little terrier crouching as if asking pardon for what he had done. He then sat up and begged as only these coaxing ruffians can. Being in a hurry, I curtly praised his performance with "Good dog!" clapped his dirty sides, and, turning round, made down the hill; when presently the same nip, perhaps a little nippier,—the same scene, only more intense,—the same begging and urgent motioning of his shaggy paws.

"There's meaning in this," said I to myself, and looked at him keenly and differently. He seemed very eager and with a shrill cry was off much faster than I could go. He stopped every now and then to see that I followed, and, by way of urging me, sat up as if begging and when I came up, was off again. This continued till, after going through sundry streets and by-lanes, we came to a gate, under which my short-legged friend disappeared. Of course I couldn't follow him. This astonished him greatly.

He came out to me and as much as said, "Why on earth don't you come in?" I tried to open the gate, but in vain. My friend vanished and was silent. I was leaving in despair and disgust, when I heard him yelp far off round the end of the wall, and there he was, wild with excitement. I followed and came to a place where, with effort, I squeezed myself into a deserted coachyard. My small friend went under a shed and disappeared in a twinkling through the door of an old coach-body, which had long ago parted with its wheels and was sitting on the ground. I looked in, and there was a pointer with a litter of five pups, the mother like a ghost and wild with anxiety and hunger.

I never saw a more affecting or more miserable scene than

that family inside the coach. The poor mother had been lost by some sportsman returning South, and must have slunk away into that deserted place, and there her puppies were born, the poor mother rushing out from time to time to grab any chance garbage, and running back fiercely to them — this going on day after day, night after night. You can imagine what the relief was when we got her well fed and cared for, and her children filled and silent, all cuddling about her asleep, and she was asleep too; waking up to assure herself that this was all true, and that there they were, all the five, each as plump as plums.

Nipper I took home that night — for he was a waif — and gave him his name. He lived for years a merry life with me; showed much pluck and zeal in the killing of rats, and at length died, aged sixteen, healthy, lean, and happy to the last.

— DR. JOHN BROWN.

For Conversation.

Tell the story in your own words. Do you know any other story of what dogs have done? What lesson does the story teach us? What do you think of Nipper? Did your own dog ever do anything smart? What can you teach a dog to do?

Do you know how a dog may be trained to do tricks? Why is it harder for him to do them at first than after he has been trained?

For Writing.

1. Write what Nipper did and what the Doctor thought. How did the dog manage to tell the Doctor what he wanted him to know?

2. Write about the puppies. What became of the mother and her litter? What became of Nipper?

LESSON 26.—STORIES TO BE COMPLETED

1. During a holiday, Lucy and Josephine went to spend a few days in the country with their grandmother. When the train reached the station what should they see awaiting them but a dear little ____.
2. Ned and Jack were visiting a lumber camp. One morning they went out to watch the men cut down a great pine tree. As the tree fell ____.
3. Little Eva lived in an Orphan Asylum. One day a wealthy lady came to the Home, and was so attracted by Eva's bright face ____.
4. Some men were digging a well and unearthed a large iron box. They forced it open and to their surprise it contained ____.
5. Hugh had taken his sister Julia and his little brother Frank fishing. As they were on the trestle, where the railroad crossed the river, they heard a train coming and ____.
6. Mr. Gray took his son Robert hunting with him. They had seen no game at all and were becoming discouraged when ____.
7. I was one day seated on my front porch reading a book, when my big dog who was lying by my side began to bark and growl. Looking up, I saw ____.
8. Helen went out walking one day with her Aunt Mary. They were gathering flowers by the roadside, and talking about the birds and trees. At last they came to a deep ditch which they wanted to cross, but had to walk up and down looking for a place. At length they tried to cross, but Aunt Mary's foot slipped and ____.
9. Harold and his little sister had been playing near a balloon, which was ready to ascend from the grounds of the Circus. While the men were getting ready, the children were allowed to sit in the basket. A gust of wind ____.

LESSON 27.—NAMES OF PERSONS

Here are the names of some boys:

John Thomas Henry James

Here are the names of some girls:

Mary Susan Alice Jane

Here are the names of some men:

Abraham Lincoln Thomas Jefferson John Adams

Write the names of all the boys in your class; of all the girls; of some men you know.

MEMORIZE: Words that are used as names are called *nouns*. The word *noun* means name. The names of all persons must be written with capital letters.

Nouns that are used as the names of persons are called *proper nouns*.

LESSON 28.—WRITING THE NAMES OF PERSONS

Write these names of persons:

George Washington	Gen. U. S. Grant
Walter Jones, Esq.	Wm. H. Carnes, M.D.

1. All the parts of the name, including the title, begin with capital letters.

2. An abbreviation is followed by a period.

3. An initial is followed by a period.

Rev. stands for Reverend. Capt. stands for Captain.

Prof. stands for Professor. Maj. stands for Major.

Mrs. stands for Mistress. Gov. stands for Governor.

Exercise. Write your name, using your initials. Write the names of three men you know. Write the names of two doctors, using Dr. for Doctor.

LESSON 29.—NAMES OF PLACES

Here are the names of some places:

New York Washington Charleston Chicago

Write the names of some cities you know.

Write the names of some states you know.

Write the names of some mountains you know.

All these are the names of places, or of particular things and must be written with capital letters.

MEMORIZE: Words that are used as the names of places are called *proper nouns*. The names of all places must be written with capital letters.

LESSON 30.—DAYS, MONTHS, AND DATES

Spell the names of the days and learn their abbreviations.

Sunday	Sun.	Thursday	Thurs.
Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.		

Spell the names of the months and learn their abbreviations.

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

MEMORIZE: The names of the days and of the months begin with capital letters. Always place a period after an abbreviation.

Writing Dates.

Longfellow was born Feb. 27, 1807.

The Declaration of Independence was signed July 4, 1776.

In writing dates put a period after the abbreviation of the month and a comma after the day of the month.

Write the date of your birthday.

LESSON 31.—NAMES OF THINGS

Here are the names of some things:

city	book	flower	animal
boy	store	cotton	raven
girl	desk	corn	tree
house	chair	hay	winter

These are not the names of any particular things, but apply to a class or kind of things. There are a great many cities, boys, girls, houses, etc. Words of this kind are called common nouns because they apply to a great many objects of the same sort.

Make a list of the things you ate for breakfast.

What things did you see on your way to school?

What things do you see in school?

What things do you like best?

MEMORIZE: Words that are used as the names of a general class of things are called *common nouns*.

Common nouns are not written with capital letters unless they begin sentences.

LESSON 32.—RULES FOR CAPITAL LETTERS

1. Every sentence should begin with a capital letter.

Where are you going, my pretty maid?

2. Every proper noun should begin with a capital letter.

Andrew Jackson Boston Ohio Alps

3. The names of the months and days should begin with capital letters.

January July Monday Tuesday

4. All names of Deity should begin with capital letters.

God Christ Creator Jesus

5. All titles attached to names should begin with capital letters.

General John Gordon Senator Lamar

6. All initials should be written with capital letters.

J. P. Morgan W. H. Prescott Mrs. A. D. T. Whitney

7. The words *I* and *O* are always written with capital letters.

Yes, I am so sorry. O, I am so glad.

8. The first word in each line of poetry begins with a capital letter.

“ My life is like a summer rose,
That opens to the morning sky,
And ere the shades of evening fall,
Is scattered on the ground to die.”

LESSON 33.—EXERCISES

Exercise 1. Fill the blanks in these sentences, and tell why each word you use should begin with a capital letter.

1. —— invented the sewing machine.
2. —— is in France.
3. —— was a great orator.
4. —— is the capital of ——.
5. —— was president of ——.
6. —— was an explorer.
7. The —— is a long river.
8. The —— are very high.
9. —— and —— are beautiful cities.
10. The —— —— is very wide.
11. —— wrote the book of ——.

Exercise 2. Write the answers to these questions :

1. What state do you live in ? What country ? What city ?
2. What street or road do you live on ?
3. What are the names of your neighbors ?
4. What are the names of your parents ?
5. What are the names of your brothers and sisters ?
6. What heroes in history do you like ?
7. What places have you visited ?
8. What rivers are in your state ?

Exercise 3. In these words tell why some are written with capital letters and some are not :

Denver	city	Mary	girl	John	boy
river	Rhine	hat	Susan	town	Mexico
Alaska	country	Japan	chair	Bombay	ship
book	Rome	street	Egypt	house	Cuba

LESSON 34.—STORIES TO BE COMPLETED

1. Little Jennie was only three years old. She had never hung up her stocking at Christmas, but this year her mother hung up both of her stockings by the fireplace. The next morning —.
2. It was Christmas Eve. The snow was falling fast and the streets were full of busy people buying presents. Standing near one of the shop windows was a ragged little girl about ten years old. A gentleman passing noticed her eager face, stopped, and —.
3. John and William had gone into the woods to shoot rabbits. It had been snowing all night and was very cold. As they trudged along they saw what they thought was a lean and hungry dog in the woods, but as they came closer —.
4. I had been sitting in my room all day long, the fire was bright and warm, and I was very comfortable. Outside it was raining and sleetting. I heard a tap at my door, and when I opened it I saw —.
5. A party of us were camping once near an Indian village. The Indians had been very friendly, and we thought they would do us no harm. We were not accustomed to keep any especial watch and so slept in fancied security. One night we were awoken by —.
6. Henry and James with their father were taking their first trip on a steamboat down the river. The boys were delighted with everything and felt as if they would like to spend the rest of their lives on a boat, when suddenly there was a cry of "Fire" and —.
7. In a town in Kentucky lived a blacksmith and a lawyer who were bitter enemies. One day the lawyer was overcome by gas from a leak in a gas-making machine in his vault. No one could enter this vault except at the risk of his life and no one volunteered. At length the blacksmith pushed his way through the crowd and —.

LESSON 35.—STUDY OF A PICTURE**A CHRISTMAS TREE****For Conversation.**

1. What day do you think this is? What month?
2. Why is the day named Christmas?
3. What names can you give these children?
4. What is each child doing?

For Writing. (Be sure to use capital letters in proper nouns.)

1. Make a list of the full names of these children.
2. Write some good names for the dolls.
3. Write what you think is the name of the book.
4. Write what you think is the name of the city in which they live.
5. Write the names of some of the things on the tree. Do we use capital letters for these words?
6. With what do we decorate a Christmas tree?
7. What things do you want for next Christmas?

For Story Telling.

1. Tell how these children found the tree.
2. Tell what each child received as a present.
3. Tell what each child did for some poor child.
4. Tell how Christmas is celebrated at your house.
5. Tell how Christmas is celebrated in other lands.
6. Tell the story of the very first Christmas.

Draw a picture of a Christmas tree.

Draw a picture of Santa Claus.

Draw a picture of a stocking hanging up.



LESSON 36.—STUDY OF A POEM

PICCOLA¹

Poor, sweet Piccola! Did you hear
 What happened to Piccola, children dear?
 'Tis seldom Fortune such favor grants
 As fell to this little maid of France.

'Twas Christmas time, and her parents poor
 Could hardly drive the wolf from the door;
 Striving, with poverty's patient pain,
 Only to live till summer again.

No gifts for Piccola! Sad were they
 When dawned the morning of Christmas day;
 Their little darling no joy might stir,
 St. Nicholas nothing would bring to her!

But Piccola never doubted at all
 That something beautiful must befall
 Every child upon Christmas day,
 And so she slept till the dawn was gray.

And full of faith, when at last she woke,
 She stole to her shoe as the morning broke;
 Such sounds of gladness filled the air,
 'Twas plain St. Nicholas had been there!

In rushed Piccola sweet, half wild;
 Never was seen such a joyful child.
 "See what the good saint brought!" she cried;
 And mother and father must peep inside.

¹ By permission of, and special arrangement with, Houghton, Mifflin and Company, the authorized publishers.

Now such a story who ever heard ?
There was a little shivering bird !
A sparrow, that in at the window flew,
Had crept into Piccola's tiny shoe.

"How good poor Piccola must have been!"
She cried, as happy as any queen ;
While the starving sparrow she fed and warmed,
And danced with rapture, she was so charmed.

Children, this story I tell to you,
Of Piccola sweet and her bird, is true.
In the far-off land of France, they say,
Still do they live till this very day.

— CELIA THAXTER.

For Conversation.

Who was Piccola ? Where did she live ? What time was it ? What about her parents ?

What is meant by "driving the wolf from the door" ? Who is St. Nicholas ? What faith did Piccola have ? What did she find in her shoe ? How did it get there ? What was Piccola's joy ?

What is meant by "this very day" ? If this poem was written more than twenty years ago, do you think the sparrow is still living ?

For Writing.

1. What did you get for Christmas last year ?
2. What did you give for Christmas ?
3. How can we make Christmas and New Year's happy ?
4. Write a letter to Santa Claus.

LESSON 37.—DESCRIPTIONS AND COMPOSITIONS

When we write a description of anything, we must bear in mind that the person reading the description may never have seen the person or object described. Therefore we must be explicit and accurate. In order to do this we must know the subject thoroughly, and tell all about it in such a way that it can be understood fully.

Suppose you were writing the description of a horse. You would tell what a horse is, and would tell about its size, shape, hair, head, legs, and tail. You would also tell about its habits, what it eats, how it drinks, what it likes, about wild horses, tame horses, race horses, etc. You would then tell about the uses of a horse, a draught horse, a buggy horse, a riding horse, a hunting horse, etc. After you had finished, a person who had never seen a horse would have a good idea of what one was.

In describing a person we should tell something about his size, the coloring of his face, his hair, his eyes, his style of dress, his disposition, his habits, and any peculiarity of manner that makes him different from other people.

In describing birds we should tell about their color, their name, their habits, their food, their nests, their eggs, their song, whether they are harmful or helpful, whether good for food, etc. We might also relate any personal experience we may have had with them.

In describing animals we should tell where they are found, their size, color, food, habits, uses, and peculiarities, and any personal experiences or observations we have had. Bearing these things in mind, write descriptions from these outlines :

My Father. His name—where he lives—his age—his size—what he looks like—his occupation—what he does for your pleasure—what he does for your good.

The Butcher. His name—where he has his store—what his store looks like—what he sells—how he cuts the meat—how he dresses—how he talks—how he delivers the meat.

Lions. Where they are found—their size and color—what they eat for food—their disposition—how they are hunted—where you have seen a lion.

Eagles. Where they live—what they look like—what they feed on—their habits—where you have seen an eagle—what you have heard about an eagle.

Other topics for descriptive writing :

1. The apple woman at the corner.
2. The man who delivers the mail.
3. The clown I saw at the circus.
4. A bird I once had in a cage.
5. A bird who built a nest in our yard.
6. A peafowl that belonged to our neighbors.
7. A fine horse my father once owned.
8. The cow that gives us milk.
9. A pointer dog that I once saw.

LESSON 38.—STUDY OF A STORY**THE MADONNA OF THE CHAIR**

A long time ago there lived in the hills of Italy an old hermit named Father Bernardo. He had no children of his own, yet there were two things very dear to him. One was Mary, the child of a vinedresser, and the other was an old oak that grew beside his hut.

Many times the woodmen wanted to cut down the tree, but the old hermit begged them not to. At last there came a dreadful winter, followed by melting snows that made great torrents on the mountains. Houses, cattle, and even trees were swept away.

When the freshet was over Mary hurried to see Father Bernardo. His hut and his garden had been swept away by the water, but he had taken refuge in the heart of the great old oak and been saved. He stayed there for three days without food and was nearly dead from the cold. Mary took her old friend home with her and cared for him while his hut was being built again. He prayed often that these two, Mary and the oak, might be blessed and in some way made famous.

At last the old man died, the oak tree was cut down and made into casks to hold the wine made by Mary's father. Mary grew up and married and had two boys.

One day she was sitting under the arbor with one of her boys in her lap, while the other one played near her. At this moment a young artist named Raphael came by and seeing the mother with her two children, wanted to paint them as they were. Not having anything else to paint on he turned to an old cask, and on the round cover or head he rapidly drew the picture which he afterward transferred to canvas. This picture became one of the famous paintings of the world and is called the Madonna of the Chair.

Thus the old hermit's prayers were answered; Mary and the oak were blessed forever.

For Conversation.

Repeat this story in your own language. Why was the hermit so fond of Mary? Why was the oak so dear to him? How did the oak repay his affections? What did Mary do for her old friend? How were Mary and the oak made famous?

A HINT

If you should frown and I should frown,
While walking out together,
The happy folk about the town
Would say, "The clouds are settling down,
In spite of pleasant weather."

If you should smile and I should smile,
While walking out together,
Sad folks would say, "Such looks beguile
The weariness of many a mile,
In dark and dreary weather."

— ANNA M. PRATT.

For Conversation.

Commit this poem to memory. In the first stanza what would the people mean when they said, "The clouds are settling down"? In the second stanza explain the meaning of the last three lines.

Point out all the punctuation marks used in the poem. What passages are inclosed in quotation marks, and why? Which words have more than one syllable?

What is the moral of this little poem?

LESSON 39.—REVIEW OF NOUNS

A **noun** is a word used as a name.

There are two kinds of nouns, common and proper.

A **proper noun** is a word used as the name of a person, place, or particular thing.

A proper noun is always written with a capital letter.

A **common noun** is a word used as the name of any kind or class of things.

A common noun is not written with a capital letter unless it begins a sentence.

Exercise. In these sentences name the proper and the common nouns:

1. Milwaukee is a city in Wisconsin.
2. Lions are wild animals that came from Africa or India.
3. George Washington was born in Virginia.
4. Columbus sailed across the Atlantic Ocean.
5. "Ivanhoe" is a good book for boys to read.
6. The leaves of the trees fall when winter comes.
7. In the spring the flowers bloom.
8. The snow covers the tops of the tall mountains.
9. Vesuvius is the name of a volcano in Italy.
10. My son, it is better to keep no company than bad company.
11. In Texas the people raise cotton and corn.
12. The rose is the sweetest of all flowers.
13. In January, 1811, Cooper married Miss de Lancey.
14. In France Benjamin Franklin received such a welcome as no other American has ever met with.
15. Longfellow wrote a cordial review of Hawthorne's "Twice-Told Tales."
16. In 1906 San Francisco suffered terribly by earthquake.

LESSON 40.—A AND AN

The letters of the alphabet are divided into two classes, **vowels** and **consonants**.

The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*. They represent independent sounds of the human voice. All the other letters are consonants and cannot be sounded alone, but must be used with vowels to make sounds and words.

W and *y* are consonants when they begin words or syllables. When they do not, they are vowels.

All words contain vowels, for they are the real sounds, and the consonants are used to modify these sounds.

We use *a* before a word beginning with a consonant sound. We use *an* before a word beginning with a vowel sound because it is easier to pronounce.

We say: An apple, an orange, an umbrella.

An hour, an honor, an honest man.

A boy, a girl, a year, a waterfall.

Exercise. Put *a* or *an* before each of the following:

eye	urn	eager child	honest girl
arm	bear	upright judge	ugly temper
peach	doll	humble heart	disagreeable boy
pear	egg	terrible storm	agreeable man
island	oxcart	absent friend	awful calamity
evening	ogre	dutiful son	evergreen tree
orange	morning	growing crop	ordinary thing
book	iceberg	beautiful bird	sad occurrence
well	heir	pleasant time	angry sea
oven	hair	unpleasant day	open gate

LESSON 41.—THE SINGULAR AND PLURAL NUMBER

Here are some nouns that mean but one thing:

box hat boy city knife stove

Here are some nouns that mean more than one thing:

boxes hats boys cities knives stoves

Nouns that mean but one thing are said to be in the singular number. Nouns that mean more than one thing are said to be in the plural number.

MEMORIZE: The *singular number* means but one. The *plural number* means more than one.

Exercise. Which of these words are in the singular number and which are in the plural number?

oxen	fox	ears	friend	boxes
horse	ladies	potato	ducks	cats
cow	hats	volcanoes	calf	chickens
camels	dresses	negro	goats	street
men	shoe	children	kisses	houses
girl	benches	geese	king	stoves

LESSON 42.—HOW THE PLURAL NUMBER IS FORMED

Learn these rules:

1. Most nouns form their plural by adding *s* to the singular.

hat, hats cow, cows house, houses

2. Words that end in *s*, *x*, *sh*, and *ch* form their plural by adding *es* to the singular, because the plural would be hard to pronounce otherwise.

kiss, kisses dish, dishes church, churches box, boxes

3. Words that end in *y* preceded by a consonant change *y* into *i* and add *es*.

city, cities lady, ladies story, stories

Exercise. Write the plural forms of all these words:

baby	wish	witch	miss	match
watch	dish	seed	hiss	fish
cloak	switch	bush	bunny	stable
horse	fairy	tree	moss	bench
fox	lawn	peach	marsh	lion

LESSON 43.—MORE ABOUT THE PLURAL

You cannot now learn all the rules for making the plural number. Therefore you may be content with learning some of the plural forms of our common words. Study this list until you know it well.

SINGULAR	PLURAL	SINGULAR	PLURAL
knife	knives	ox	oxen
beef	beees	child	children
calf	calves	foot	feet
loaf	loaves	tooth	teeth
wife	wives	mouse	mice
self	selves	goose	geese
half	halves	man	men
wolf	wolves	woman	women
shelf	shelves	hero	heroes
thief	thieves	potato	potatoes

Exercise. Rewrite these sentences, changing all the nouns to the plural form:

1. A boy likes a knife.
2. The child likes the peach.
3. The knife cuts the potato.
4. The wife cooks the goose.
5. The man has a wife.
6. The thief takes the loaf.
7. She has a small foot.
8. The fly is on the beef.

LESSON 44.—STUDY OF A POEM

WINTER TIME

Late lies the wintry sun abed
A frosty, fiery sleepy-head ;
Blinks but an hour or two ; and then,
A blood-red orange, sets again.

Before the stars have left the skies,
At morning in the dark I rise ;
And shivering in my nakedness
By the cold candle, bathe and dress.

Close by the jolly fire I sit
To warm my frozen bones a bit ;
Or with a reindeer-sled explore
The colder countries round the door.

When I go out, my nurse doth wrap
Me in my comforter and cap ;
The cold wind burns my face, and blows
Its frosty pepper up my nose.

Black are my steps on silver sod ;
Thick blows my frosty breath abroad ;
And tree and house, and hill and lake,
Are frosted like a wedding cake.

— ROBERT LOUIS STEVENSON.

For Conversation.

What is meant by the sun lying late abed ? How does the sun look when it rises ? When it sets ? Which do you prefer, the second or the third stanza ?

Why are the steps black ? Why is the sod called silver ? What is it that covers everything in winter like a wedding cake ?

Subjects for Conversation and Reproductions.

1. Sleigh-riding in the cold North.
2. The reindeer sleds and the dog sleds.
3. The Russian sleighs and the hungry wolves.
4. The snow fields of the Arctic regions.
5. The St. Bernard dogs and the lost travelers.

Subjects for Short Written Compositions.

1. How the trees look in the winter.
2. What becomes of the birds in the winter.
3. What games we can play in the winter.
4. What work the farmer does in the winter.
5. Which you like best,—winter or summer.

Stories to be Written.

1. Write a story of how you found a little dog one cold night and how he afterward protected the house from a burglar.
2. Tell how you were once lost in the woods and chased by wolves, and had to spend the night in a tree and how you were rescued.
3. Write an account of a winter storm at sea, a shipwreck, and how you were cast away in a boat for many days.
4. Write an account of an afternoon you spent coasting with some friends on the hillside and of the accident to one of the sleds.
5. Write an account of a coal miners' strike in midwinter, telling what the people did who could not afford to pay the high price of coal.

LESSON 45.—STUDY OF A PICTURE**THE FIRE ENGINE****For Writing.**

Write sentences about this picture to tell :

1. How many men you see.
2. How many ladies you see.
3. How many dogs you see.
4. How many horses you see.
5. How many girls you see.
6. How many boys you see.

Exercise. Complete these sentences, using *a* or *an* in the blank spaces :

1. I heard —— alarm of fire.
2. I saw —— engine go up the street.
3. —— man was driving and —— dog was running along by the side.
4. It was —— inspiring sight, and I wondered what house was on fire.
5. Was it —— church, —— opera house, or —— asylum ?

For Conversation.

1. Tell about a house on fire ; a fire engine house.
2. Have you ever seen an engine play water on a fire ? Tell about it.
3. How does the fire alarm work ?
4. What should you do in case of a fire at your house ? In case your clothes caught fire ?
5. What is the best way to guard against fire ?
6. What is the best way to smother a small fire ?



LESSON 46.—WRITING A FRIENDLY LETTER

It is time for you to learn how a letter should be written. Observe carefully the way of writing the city, state, and date, and the way the letter is addressed and signed.

Knoxville, Tenn., May 14, 1907.

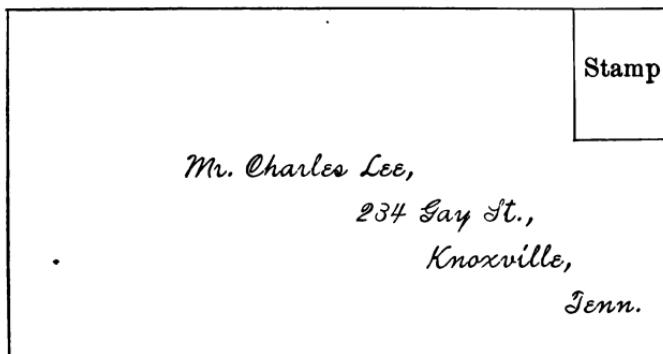
Dear Charles,—

We are going to have a picnic in the woods back of our house on Monday and I shall be glad to have you and Mary come. Nearly all the boys and girls of our school will be there and we expect to have a fine time. Be sure to bring your parlor rifle so that we may shoot at a target.

Your friend,

Henry Martin.

This letter should be folded neatly and put into an envelope which should be addressed as follows:



NOTE. The commas at the end of each line on the envelope, as well as the period at the close, are often omitted.

The letter on page 66 is a friendly letter, and could have begun with such words as, My dear Charles, or Friend Charles, and could have ended with such words as, Your sincere friend, or Yours cordially, or Yours very sincerely. There are a number of ways to begin and end a friendly letter, but the general plan is the same.

Exercise. Copying the form and plan of writing on page 66, write the following friendly letters, using your own name, city, and the date the letter is written:

1. Write to Sarah Jones asking her to come to a party at your house on Tuesday night, and be prepared to tell a short story to the crowd.
2. Write to William Moore asking him to lend you his boat to go on the lake Saturday morning, and offering to lend him your gun the next time he wants to go hunting.
3. Write to your father telling him how you are getting along in school, what lessons you study, how you like the boys in your class, and asking him to send you some money to buy a dictionary.
4. Write to your Uncle George thanking him for the book he sent you for Christmas, saying how much you liked it and telling him you hope to visit him during the summer.
5. Write to Peter Sanford telling him you are sorry to hear how sick he has been, but are glad to know he is recovering, and that you hope he will be well enough to go fishing with a party you are getting up for the first day of May.

LESSON 47. — STUDY OF A STORY

THE PRINCESS ON THE PEA

There was once a prince who wanted to marry a real princess. So he traveled about, all through the world, to find a real one, but everywhere there was something in the way. There were princesses enough, but whether they were real princesses he could not quite make out,—there was always something that did not seem quite right. So he came home again and was quite sad, for he wished so much to wed a real princess.

One evening a terrible storm came on. It lightened and thundered, the rain streamed down; it was fearful! Then there was a knocking at the town gate, and the old king went out to open it.

It was a princess who stood outside the gate. But, mercy! how she looked from the rain and the rough weather! The water ran down from her hair and clothes; and yet she declared that she was a real princess.

“Ah! we will soon find that out,” thought the old queen. But she said nothing, only went into the bedchamber, took all the bedding off, and put a pea on the flooring of the bedstead; then she took twenty mattresses and laid them upon the pea and then she put twenty eider-down beds upon the mattresses. On this the princess had to lie all night.

In the morning she was asked how she had slept. “Oh, miserably!” she said. “I scarcely closed my eyes. Goodness knows what was in my bed. I lay upon something hard, so that I am black and blue all over. It is really dreadful.”

Now they saw that she was a real princess, for through the twenty mattresses and the twenty eider-down beds she had felt the pea. No one but a real princess could be so delicate. So the prince took her for his wife, for now he knew that he had a true princess; and the pea was put in the museum, and it is there now, unless somebody has carried it off.

— HANS ANDERSEN.

For Conversation.

What objections do you suppose the prince found to the other princesses? Describe the terrible storm. What did the old king say to the real princess? What did she reply? Describe the night's rest of the princess.

Relate the conversation at the breakfast table. What happened then?

LESSON 48. — LETTERS TO BE WRITTEN**Suggestions for School Correspondence.**

There are many things you know and there are other things you would like to know. From this list of topics select one with which you are familiar, write a description of it in the form of a letter to an imaginary friend in some school of a distant city, and ask for information about some one of the topics with which he is familiar.

1. How ice is harvested from the rivers.
2. All about a barbecue.
3. A camp meeting: the tents, lights, and services.
4. A 'possum hunt: the dogs, the swamp, the hunters.
5. A cotton mill and how cotton cloth is made.
6. A coal mine and something about the miners.
7. A peach orchard and the growth of peaches.
8. A prairie and how it looks.
9. The seashore and what one can see and do there.

LESSON 49.—WORDS THAT STAND FOR NOUNS

Let us study this sentence :

William loves William's mother, because William's mother is good to William.

This is an awkward sentence. Why? We can make it sound better by using some words that stand for William and mother. The sentence will then be:

William loves *his* mother, because *she* is good to *him*.

What does *his* stand for? What does *she* stand for? What does *him* stand for?

Words that stand for or in place of nouns are called pronouns.

MEMORIZE: A *pronoun* is a word that stands for a noun.

The following words are pronouns :

I, my, mine, me, we, our, ours, us.

You, your, yours, thou, thy, thine, ye.

He, his, him, she, her, hers.

They, their, theirs, them.

It, its.

Exercise. For what nouns do the pronouns in the following selection stand?

Raleigh was in the path of the queen and *her* attendants. *He* saw *her* and *them* hesitate at a muddy place where *it* had rained. *He* took *his* cloak and threw *it* on the mud for *her* to step on, that *her* shoes might not be soiled. *She* smiled at *him*, and afterwards sent one of *her* attendants for *him*. *He* told *her* that the cloak was too precious for *him*, since *it* had been pressed by *her* feet.

LESSON 50.—FINDING PRONOUNS

Read this beautiful passage:

The Lord is my shepherd; I shall not want.

He maketh me to lie down in green pastures: He leadeth me beside the still waters.

He restoreth my soul: He leadeth me in the paths of righteousness for his name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me: thy rod and thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies; thou anointest my head with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord forever.

— Psalm 23.

For whom do *my* and *I* stand in the first sentence? For whom does *He* stand in the next sentence? For whom do *thou* and *thy* stand? Name all the pronouns in this psalm and tell for whom each one stands.

Who wrote this psalm? What does a shepherd do for his sheep? Why does the psalmist fear no evil?

Learn this psalm by heart.

LESSON 51.—USING PRONOUNS

Exercise 1. Rewrite these sentences, using pronouns in place of some of the nouns.

1. Charles wrote to Charles's sister and to Charles's brother.
2. John put John's book on John's desk.
3. Mary asked Mary's brother to bring Mary Mary's hat.
4. Tom, go to Tom's desk and study Tom's lesson.

5. The men ate the men's lunch.
6. The boys caught fish and ate fish at the boys' camp.
7. The singer sang a song and the singer sang the song well.
8. Whatever you do, do whatever you do cheerfully.
9. Every day has every day's duties.
10. A boy is known by the company a boy keeps.

Exercise 2. Fill the blank spaces with pronouns :

1. Every man has —— troubles.
2. —— and —— are invited to the party.
3. John asked —— and —— to his house.
4. Between —— and —— that was a poor story.
5. Everybody came except ——.
6. —— want —— and —— to go to ride with ——.
7. Father gave a kite to Harry and ——.

LESSON 52.—IT IS I, ETC.

After the verbs *is*, *are*, and other forms of *to be* use *I*, *he*, *she*, *we*, *they*.

You should say: It is *I*. It was *she*. It is *he*. It was *they*, etc.

Exercise 1. Write the answers to these questions:

1. "Who is that?" "It is ——."
2. "Who did that?" "It was ——."
3. "Who saw him?" "It was ——."

Exercise 2. Fill the blanks in these sentences :

1. "John, is that you at the door?" "Yes, sir, it is ——."
2. "Was that your sister?" "Yes, sir, it was ——."
3. "Did she go away with Tom?" "No, sir, it wasn't ——."
4. "Who was it then?" "It was —— you saw."
5. "Where are your brothers?" "It was —— you heard."

LESSON 53.—THE USE OF *I*

Remember that the pronoun *I* is always written with a capital letter.

When you are beginning a statement about yourself and another person, always use the other person's name first and then the pronoun *I*. Instead of saying *Me and Joe go to school*, you should say *Joe and I go to school*.

Exercise. Write sentences telling that:

1. You and Henry are going hunting.
2. You and Mary will be there, too.
3. You, Tom, and Alfred are invited.
4. You and your brother sleep together.
5. You and Alice sit together.
6. You and my sister are in the same class.
7. You and the doctor went fishing on Saturday.
8. You and your father are great friends.
9. You and your mother often talk together.
10. You and your teacher get along very well now.
11. You and another boy played marbles at recess.
12. You and six fellows made up a club to-day.
13. You and your dog know where to find the birds.

LESSON 54.—THE USE OF *ME* AND *US*

In sentences where something is done to or for you and some one else, the other person's name should be spoken or written first, and then the pronoun *me* (or *us*) should be used.

1. Susan asked Harold and *me* to her party.
2. Mother invited Tom and *me* to go to walk.
3. Father gave Lizzie and *me* a ticket to the show.

Exercise. Write sentences telling that :

1. He invited you and Henry to his dinner.
2. She wanted you and Mary to go with her.
3. Father asked you and your sister to go to the ball game.
4. Mother gave you and Tom a cake.
5. Mother asked you and William to go with her.
6. The teacher kept you and Arthur in.
7. The doctor spoke to you and John.
8. The preacher asked you and Celeste to come in.

The words *myself*, *thyself*, *himself*, *herself*, *itself*, *ourselves*, *yourself*, *yourselves*, and *themselves* are also pronouns and are used to make our speech more emphatic.

CAUTION. Never use *hisself* or *theirselves*. These are incorrect and must be avoided.

LESSON 55.—THE USE OF *HIM*, *HER*, AND *THEM*

The rule about the use of *me* and *us*, which we explained in the preceding chapter, applies to the use of the pronoun forms *him*, *her*, and *them*.

1. I invited you and *him* to my house.
2. Mother wanted me and *her* to go to church.

Exercise. Complete these sentences, using *him*, *her*, or *them* in the blank spaces:

1. Father gave Alice and —— a book.
2. Sam has asked Tom and —— to go in swimming.
3. I invited you and —— to a party.
4. I spoke to Henry, Frank, and indeed to —— all.
5. Paul gave George and —— a ball.
6. Henry invited —— and —— to go hunting.

LESSON 56.—THIS—THESE, THAT—THOSE

The words *this* and *that* refer to but one object and must be used with nouns in the singular number.

The words *these* and *those* refer to more than one object and must be used with nouns in the plural number.

You should say:

This sort of book. *That* kind of flowers.

That kind of horses. *This* sort of tickets.

Exercise 1. Complete these sentences by using *this* or *that* in the blank spaces:

1. I do not like — kind of apples.
2. My father does not approve of — sort of boys.
3. — sort of books are hard to learn.
4. — kind of hats is not in style.
5. Where do you get — kind of hats ?
6. Do you like — kind of clothes ?
7. — sort of horses is gentle.
8. — kind of apples is not good.
9. — kind of oranges comes from Florida.
10. These boys are too noisy, the teacher does not admire
— sort of conduct.

Exercise 2. In each of the following sentences explain why *this*, *that*, *these*, or *those* is correctly used.

1. These oranges are very sweet.
2. I like this kind of oranges.
3. That sort of remark vexes me.
4. These children go to our school.
5. This sort of game is healthful.
6. Those glorious days are past.

LESSON 57.—STUDY OF A PICTURE**FLYING KITES****For Conversation.**

1. What makes a kite stay in the air?
2. What makes a kite rise in the air?
3. Why does a kite need a tail?
4. For what purpose can a kite be used?
5. What kinds of kites have you ever seen?

Exercise. Copy these sentences and fill the blanks with pronouns.

1. My father and —— saw some Japanese kites.
2. He bought several for Albert and ——.
3. I did not like —— to take my kite.
4. I prefer John's kite to ——.
5. All of —— boys fly kites in the field.
6. Henry, Raymond, and —— had the best kites.
7. That sort of kites is better than —— kind.

For Writing.

1. Draw a picture of a kite on your paper, color it as you think best, and then write a description of how a kite is made.
2. Write some sentences telling the best way to start a kite in the air, and how to keep it up.
3. Write a story telling how you and some other boys chased a kite that had broken loose.
4. Get some one to tell you the story of how Benjamin Franklin drew electricity from the clouds by means of a kite, and then write the story.
5. Can you think of any use to which a kite can be put? If so, write about it.



LESSON 58.—BUSINESS LETTERS

Jacksonville, Florida,
August 10, 1907.

The American Book Co.,
100 Washington Square,
New York.

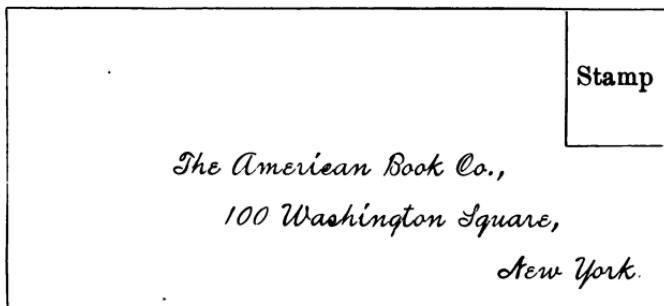
Dear Sirs,—

Please let me know what histories of the United States you have among your publications suitable for children of the sixth grade, and the retail price for them. Please send me also a copy of your latest catalogue.

Yours truly,

James Henry Thompson.

Observe carefully the way this letter is dated, punctuated, addressed, and signed. It should be folded neatly and inclosed in an envelope, addressed as follows:



In the same way as above write the following letters on business, using the name of your own town and the date the letter is written, and signing your own name.

1. Write to the Youth's Companion, Boston, Mass., asking the price of a year's subscription to their paper and for a sample copy.
2. Write to Jordan Marsh Co., Boston, Mass., asking if they keep oriental rugs for sale and what are the prices.
3. Write a letter to the State School Commissioner, addressing it to the capital of your state, asking when the next teachers' examination will be held.
4. Write a letter addressed to The Postmaster, Philadelphia, Pa., directing him to forward any letter in the post office that may be addressed to you.
5. Write a letter to the Congressman of your district, addressing it to Washington, D.C., asking him to send you some flower seeds to plant on the school grounds.
6. Write a letter to the Board of Education of your town or county, asking them to grant your school a two weeks' vacation at Christmas.
7. Write to Harper & Bros., Franklin Square, New York, asking them the cost of inserting a half-page advertisement in Harper's Monthly Magazine.

Suggestions for Other Letters to Write.

Look over the advertisements in the magazines, choose something you are interested in, and write for a catalogue, or for further particulars.

Look over the advertisements in any daily paper for persons wanted, and reply, stating your qualifications for the position.

LESSON 59.—STUDY OF A STORY**THE MOUSE TOWER**

Once upon a time there was a cruel bishop who had a large and beautiful castle with turrets near the city of Bingen, upon the Rhine River in Germany. He made his men stop all ships that passed up and down the river and collected tolls of them ; besides that, he levied high taxes upon all his subjects and laid heavy burdens upon them. The bishop became very rich and every year grew more powerful and cruel.

A year of scarcity came, and the crops almost failed. There was but little corn to be had and the crafty bishop sent his men out and bought nearly all that could be procured before the people in the neighborhood found out that it was going to be so scarce. A time of famine came and the people wanted bread badly. The children cried for food, the animals died for lack of corn, and the men and women went hungry and hollow-eyed about the streets. At last they heard that the bishop had some corn.

One day a hungry crowd of men, women, and children after vainly crying for bread before the castle door broke into the castle and forced themselves before the bishop as he sat at a luxurious banquet with a prince and other guests. The hungry people with one voice demanded corn. The bishop, however, replied with mocking condescension that they should have all the corn they wanted and plenty of fire to cook it with. He then directed his men to show them to the barn where the corn was stored.

Glad to receive this favor, the unfortunate people retired, and were shown to the barn where the corn was. Scarcely had they entered, however, when the doors were shut and the poor people made prisoners.

“Now for the fire to cook with,” said the bishop, and he ordered the barn to be set on fire, and all the poor people were burned alive while the bishop and his guests listened to their terrible cries.

But wait! that is not all the story. The barn was full of rats and mice, and the fire drove them out by the hundreds and thousands. They were terrible mice, with sharp teeth and claws, and straight to the castle they went and right after the bishop. He tried to defend himself, but it was of no use. The servants killed hundreds, but hundreds more swarmed after. The guests fled and left the bishop to his fate.

The bishop tried to run away, but the mice pursued him. Down the river fled the bishop, the mice after him. Up into a tower the bishop ran and barred the door, but the mice burrowed in and gnawed through and fell upon the cruel bishop and ate him up so that not even a bone was found afterward. Then the mice all disappeared and have not been heard of since. From that time the tower has been known as the Mouse Tower.

For Conversation.

Where is the river Rhine? Where is Bingen? What is a castle? What is a turret? What do we mean by tolls? What is a time of famine? How did the people suffer? What did they come to the bishop for? What did he say?

How did the bishop treat the people? Then what happened? What did the mice do to the bishop? Is it easy to believe that any one could be so cruel as the bishop in this story?

Tell the whole story in your language.

Now explain what Longfellow meant in the following stanza, taken from his poem "The Children's Hour":

"They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse Tower on the Rhine."

LESSON 60.—STUDY OF A POEM

THE CHILDREN'S HOUR¹

Between the dark and the daylight,
 When the night is beginning to lower,
 Comes a pause in the day's occupations
 That is known as the Children's Hour.

I hear in the chamber above me
 The patter of little feet,
 The sound of a door that is opened,
 And voices soft and sweet.

From my study I see in the lamplight,
 Descending the broad hall stair,
 Grave Alice and laughing Allegra,
 And Edith with golden hair.

A whisper and then a silence;
 Yet I know by their merry eyes,
 They are plotting and planning together
 To take me by surprise.

A sudden rush from the stairway,
 A sudden raid from the hall!
 By three doors left unguarded
 They enter my castle wall!

They climb up into my turret
 O'er the arms and back of my chair;
 If I try to escape, they surround me;
 They seem to be everywhere.

They almost devour me with kisses,
 Their arms about me entwine,

¹ By permission of, and special arrangement with, Houghton, Mifflin and Company, the authorized publishers.

Till I think of the Bishop of Bingen
In his Mouse Tower on the Rhine.

Do you think, O blue-eyed banditti,
Because you have scaled the wall,
Such an old mustache as I am
Is not a match for you all?

I have you fast in my fortress,
And will not let you depart,
But put you down in the dungeon
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And molder in dust away.

— HENRY W. LONGFELLOW.

For Conversation.

What time of day is the poet speaking of? Who is the poet? What occupation is he speaking of? Why does he love the children's hour? What does he hear in the chamber above? How do they come into his study? What are banditti? What is a fortress? What are dungeons? Why does the poet want to put his children in the prison of his heart? Is not this beautiful poem worth memorizing?

For Writing.

1. Write a story of what the poet was doing.
2. Write what the children said on the stairway.
3. Write what the poet said as they rushed in.
4. Imagine the poet's study to be a castle and write how the children were captured by his love.

LESSON 61.—PROVERBS

For a long time people have been using certain sayings called proverbs that have a meaning in the various relations of life.

If we see a man who never keeps at any one thing but is always changing his business, we say of him “A rolling stone gathers no moss.”

If we hear a boy always bragging about what he can do and never doing anything, we say of him that “A barking dog seldom bites.”

If we cannot get all we ask for, but must be content with only a portion, we say “A half loaf is better than no bread.”

Exercise. Here are some proverbs. Can you tell what they mean and give an illustration of how each one can be used?

1. A soft answer turneth away wrath.
2. The early bird catches the worm.
3. Do not count your chickens before they are hatched.
4. It is of no use to cry over spilled milk.
5. A small spark makes a big fire.
6. Where there is smoke there must be fire.
7. Make hay while the sun shines.
8. A friend in need is a friend indeed.
9. A new broom sweeps clean.
10. A stitch in time saves nine.
11. Birds of a feather flock together.
12. Actions speak louder than words.
13. Necessity is the mother of invention.
14. Do not put off till to-morrow what you can do to-day.
15. One good turn deserves another.
16. A bird in the hand is worth two in the bush.

LESSON 62.—WORDS THAT DESCRIBE

Read this passage :

The great ship was tossed by the terrible waves. The furious ocean was at the mercy of the high winds. The frightened passengers made piteous appeals to the overworked sailors to save them.

What word tells the kind of ship? What word describes waves? What sort of ocean was it? Of what kind were the winds that were blowing? What about the passengers? What kind of appeals did they make? What word describes the sailors?

All words of this sort that describe nouns are called **adjectives**. Because they describe nouns they are called **descriptive adjectives**.

Exercise 1. Use these adjectives to describe nouns; as, *a big house*, *a little mouse*, etc.

big	soft	smooth	rough	beautiful
little	hard	new	quiet	handsome
high	loud	old	kind	wonderful
low	ugly	fine	easy	marvelous

Exercise 2. What adjectives can you apply to the following nouns?

mountains	lemons	elephants
flowers	apples	baseball
forests	silver	yellow fever
deserts	moonlight	earthquake
cities	people	furniture
books	autumn	automobile
spring	voyage	government
storm	picture	resemblance

LESSON 63.—WORDS THAT LIMIT

Read this passage:

The man who told me that story was about fifty years old. The same man had told a dozen other people, but no person believed him for a single minute.

What word in this passage limits *man* to a particular man? What word limits *story* to a particular story? What word limits the age of the man? What word limits the number of other people? What word limits person? What word limits minute?

We see that these words do not describe the nouns, but they limit their meaning to a particular person or thing, or to a number, or in some other way. These words are also adjectives because they belong to nouns. They are called **limiting adjectives**.

Here are some limiting adjectives:

one	a dozen	few	that	which
some	third	no	the	what
many	any	each	these	much
ten	all	this	every	several

Use each of the above adjectives in connection with a noun, as, "One time was sufficient."

Exercise. Point out the limiting adjectives:

1. One day a hen went into the woods with her three little chickens to get some blueberries to eat.
2. The name of the second pig was Whitey. He was a clever fellow and if he had not had one bad habit he would have been as nice as any other pig.

MEMORIZE: An *adjective* is a word used to describe or limit the meaning of a noun or a pronoun.

LESSON 64.—FINDING ADJECTIVES

Exercise. In these extracts find all the words that describe or limit the meaning of the nouns. Make a list of them.

1. Atalanta was a young and beautiful girl who lived near the old city of Thebes. Life in the open air had made her strong and healthy and she could run faster than any girl in her native country. Many young men wanted to marry this lovely maiden, but she told every man that her hand was to be won in a long and hard race, and the man who beat her in the race could marry her. All the other men must die.

Several young men tried but lost their lives in the foolish attempt to beat the swift Atalanta. The youthful Hippomenes was judge of one race, and when he looked upon the girl, strong, swift, young, and beautiful, he decided to try the race himself. Atalanta looked at his handsome face and was sorry for him. Hippomenes prayed to Venus to help him.

Venus gave him three golden apples and the race began. It was a close race and the young man threw one apple down in front of her, but the beautiful girl did not stop. He threw another apple down and she hesitated. He threw the third golden apple down in front of her flying feet and she was so curious to know what it was, that she stopped for a single minute. Hippomenes ran on to the goal and won the race. They were married and were very happy together.

2. A long time ago there lived a fair young girl whose father was wealthy, and had a beautiful home in a great city. She was as happy as she was good, and had all that any heart could wish for. But a sad day came, and then many sad days. Her dear mother fell sick and died. The young girl was very unhappy and shed many bitter tears for her dead mother. She had found out that a thousand great houses could not take the place of that gentle voice and of those loving arms.

LESSON 65.—THE CHOICE OF ADJECTIVES

You should early learn to apply the proper adjectives to the words you are trying to describe.

Sometimes we hear persons use the word *awful* to describe almost everything, whereas it applies properly to things that inspire awe, such as storms, shipwrecks, earthquakes, and the like.

The word *grand* applies only to great things, such as mountains, the ocean, and great deeds.

In the same way the word *cute*, which is applied only to little things, is improperly used to apply to all sorts of things from a baby to a mountain.

A story is told of a great poet who once visited Niagara Falls and stood silent and lost in thought before the mighty cataract. A friend standing near him exclaimed suddenly, "How majestic!" The poet turned to him and said, "I thank you, that is the very adjective that I have been trying to find."

Exercise. What things do you think these adjectives properly describe?

splendid	immense	powerful
stunning	magnificent	tremendous
gorgeous	wonderful	glorious
cunning	delightful	delicious
charming	suitable	terrible
piteous	fitted	horrible
pitiful	desirable	dreadful
healthy	latest	agreeable
healthful	last	human
wholesome	longest	humane

LESSON 66.—SUPPLYING ADJECTIVES

Exercise 1. Fill these blanks with appropriate adjectives:

1. Sometimes the ocean is — and —, then again it is — and —. Its color is generally —, but often — or —. The ocean often looks — and the waves — and then it is —.
2. I stood on the top of a — mountain. The sky was — and —. The air was — and —. The earth looked — and —. The landscape was — and I felt the — influence of the — sight. I could not help exclaiming, "How — are the works of God!"
3. A — storm was raging. The — lightning looked —. An — flood came pouring down the mountain, the clouds were — and —. The — animals huddled together and all the — people began to pray. It was indeed an — experience.
4. An — man came down the street. He was — and — and —. Some — boys came by and spoke — words to him. One — boy, however, took the — man by the hand and helped him over the — street. The — man said, "You are a — and — son I know, and have a — mother."

Exercise 2. Fill the following blanks with appropriate adjectives:

1. Be ye therefore — as serpents and — as doves.
2. A — answer turneth away wrath.
3. A — knowledge is a — thing.
4. — is the gate and — is the way that leadeth to destruction.
5. An — man is the — work of God.
6. The — way around is the — way home.
7. The — day must have an end.
8. A — conscience needs no accuser.

LESSON 67.—STUDY OF A PICTURE**THE PUPPIES**

1. How many puppies are there in this picture?
2. How many cats?
3. How many objects do you see?
4. What kind of bucket?
5. What is the color of the cat? Of the puppies?
6. What kind of puppies are they?
7. How old do you think the puppies are?
8. What is the difference between the cat's ears and the puppies' ears?
9. What kind of hay do they sleep on?
10. What kind of floor do you think this is?

Exercise 1. Copy these sentences and fill the blanks with adjectives:

1. There are —— puppies in —— picture.
2. —— puppy has —— —— spots on his back.
3. Do you think —— —— puppy has —— —— face?
4. What a —— —— puppy to eat so fast!
5. The —— cat has a —— piece of meat.
6. The —— cat is afraid the —— puppy will take — dinner.
7. Where can they get —— —— water to drink?

Exercise 2. Name the adjectives in these sentences:

1. The nice dry hay makes a warm bed for this happy little family.
2. Kitty is eating her meat on the hard, stone floor.
3. These gentle little dogs will not fight the kind old cat.
4. Kitty catches the naughty mice in the old stable.
5. The mischievous mice are not afraid of the cat's little kittens.



LESSON 68.—STUDY OF A POEM

MY KINGDOM

Down by a shining water well
 I found a very little dell
 No higher than my head.
 The heather and the gorse about
 In summer bloom were coming out,
 Some yellow and some red.

I called the little pool a sea;
 The little hills were big to me;
 For I am very small.
 I made a boat, I made a town,
 I searched the caverns up and down,
 And named them one and all.

And all about was mine, I said,
 The little sparrows overhead,
 The little minnows, too.
 This was the world and I was king;
 For me the bees came by to sing,
 For me the swallows flew.

I played there were no deeper seas,
 Nor any wider plains than these,
 Nor other kings than me.
 At last I heard my mother call
 Out from the house at evenfall,
 To call me home to tea.

— ROBERT LOUIS STEVENSON.

For Conversation.

Tell the story the poem contains. Have you ever played at "make believe"? If so, tell about it.

Name the nouns in this poem; the pronouns; the adjectives. Find the words in the singular number; in the plural number.

LESSON 69.—ORAL OR WRITTEN DESCRIPTIONS

1. *A Baseball Game.* Draw a diagram on the blackboard of the baseball diamond; name and locate the different places and players. Describe the purpose of the game, how it starts, continues, and finishes. Describe it as if you were telling some one who did not know how to play.

2. *Recess Games.* Take any game you play at recess. If possible, draw a diagram of how it is played. Tell about the number of players and how it is won or lost. Describe some particular time when you played this game and what happened.

3. *A School Entertainment.* Your school has probably had an entertainment of some sort, and you wish to tell some one about it. Tell when it was, what it was for, who was there, how the room was decorated, who took part, and how they did.

4. *A Picnic.* You have been to a picnic or excursion somewhere. Tell when it was, where it was, who was there, what you did for amusement, and what you had for dinner. Relate any interesting or amusing incident of the occasion.

NOTE TO THE TEACHER. If these exercises are oral, all errors in speech should be corrected as made, the pupils should be aided in choice of words, logical statements of events, and complete description. After the description has been made, the exercise may be made a written one in the discretion of the teacher.

LESSON 70.—STUDY OF A POEM**LITTLE GIFFEN¹**

Out of the focal and foremost fire,
Out of the hospital walls as dire,
Smitten of grapeshot and gangrene,
(Eighteenth battle and *he* sixteen !)
Specter ! such as you seldom see,
Little Giffen, of Tennessee !

“Take him and welcome !” the surgeons said;
“Little the doctor can help the dead !”
So we took him and brought him where
The balm was sweet in the summer air ;
And we laid him down on a wholesome bed,
Utter Lazarus, heel to head !

And we watched the war with abated breath,
Skeleton Boy against skeleton Death.
Months of torture, how many such ?
Weary weeks of the stick and crutch ; —
And still a glint of the steel-blue eye
Told of a spirit that wouldn’t die,

And didn’t ! Nay, more, in death’s despite
The crippled skeleton learned to write.
“Dear Mother,” at first, of course ; and then
“Dear Captain,” inquiring about the men.
Captain’s answer, “Of eighty and five
Giffen and I are left alive.”

Word of gloom from the war, one day ;
“Johnston pressed at the front,” they say ;
Little Giffen was up and away.

¹ By permission of the J. B. Lippincott Company.

A tear, — his first, — as he bade good-by,
Dimmed the glint of his steel-blue eye.
“I’ll write, if spared !” There was news of the fight,
But none of Giffen. — He did not write.

I sometimes fancy that were I king
Of the courtly knights of the Golden Ring,
With the song of the minstrel in mine ear,
And the tender legend that trembles here,
I’d give the best on his bended knee,
The whitest soul of my chivalry,
For “Little Giffen” of Tennessee.

— FRANCIS O. TICKNOR.

For Conversation.

This beautiful poem was written by Dr. Ticknor, of Columbus, Ga., about a wounded Confederate soldier boy who was at his house.

What is meant by “focal and foremost fire”? By “grapeshot and gangrene”? By “specter”? By “utter Lazarus”? Who was Johnston? Why did Giffen not write? Who were the knights of the Golden Ring? What is a minstrel?

For Writing.

1. Write the letter you think Giffen wrote to the Captain.
2. Write the letter Giffen would have written to Dr. Ticknor if he had been spared.
3. Write the story told in this poem in your own words.
4. Can you tell some other story of a brave and patriotic boy?

LESSON 71.—STUDY OF A STORY**THE WONDERFUL POT**

Once there was a poor little girl who lived with her mother near a great wood. They had nothing to eat and were very hungry. The little girl went into the wood and met an old woman, who already knew that the little girl was hungry. The old woman gave the little girl a pot and told her, "If you say 'Pot, cook,' it will cook you plenty of beans. If you say 'Pot, stop' it will stop cooking." The little girl took the pot home to her mother and told her all about it. Afterward they did not have to go hungry, for as often as they wanted they had beans to eat.

One day the mother was away from home and left the little girl. Soon she grew hungry and said to the pot, "Pot, cook;" but she forgot to say anything at all about stopping. The pot kept on cooking more beans until it ran over. The kitchen became full of cooked beans, then the house, then the street, and at last all the houses.

The mother came home in a hurry and called out, "Pot, stop." It stopped cooking at once, but it was too late, and whoever wanted to get into that town had to eat his way in through beans.

(Adapted from the German.)

For Conversation or Writing.

Why was the little girl hungry? What did the old woman give her? What was she to do? How long must beans cook? What will happen with our beans if they cook too long? What happened one day? What did the little girl forget? What happens when people forget? What things do you think one should always remember? What happened to the town because one little girl forgot? Do you think this is a true story? Why not?

LESSON 72.—POEMS TO MEMORIZE

BED IN SUMMER

In winter I get up at night
 And dress by yellow candle light.
 In summer, quite the other way,
 I have to go to bed by day.

I have to go to bed and see
 The birds still hopping on the tree,
 Or hear the grown-up peoples' feet
 Still going past me in the street.

And does it not seem hard to you,
 When all the sky is clear and blue,
 And I should like so much to play,
 To have to go to bed by day ?

— ROBERT LOUIS STEVENSON.

WINDY NIGHTS

Whenever the moon and stars are set,
 Whenever the wind is high,
 All night long in the dark and wet,
 A man goes riding by.
 Late in the night when the fires are out,
 Why does he gallop and gallop about?

Whenever the trees are crying aloud,
 And ships are tossed at sea,
 By, on the highway, low and loud,
 By at the gallop goes he.
 By at the gallop he goes, and then
 By he comes back at the gallop again.

— ROBERT LOUIS STEVENSON.

LESSON 73.—STUDY OF A PICTURE**A SICK FRIEND****For Conversation.**

1. What do you think is the matter with the dog?
2. How did it happen? Whose dog is it?
3. Whose wagon is it? Whose covering?
4. How far have they brought the dog?
5. What is the doctor's name? Is he in?
6. What will the girl say to the doctor?
7. What will the doctor say to her?
8. What will the doctor do for the dog?

For Writing or Telling.

1. Tell a story of how a poor dog was hurt by a wagon and was carried by these children to a doctor.
2. Tell a story of a dog who was leading a blind man and kept him from being run over by a car.
3. Tell a story of a big dog who leaped into the water and saved a little child from drowning.
4. Tell a story of a faithful dog who would not desert his master, and what he suffered in his behalf.

Exercise. Copy these sentences:

Every boy should have a dog. He should be required to feed him regularly, wash him often, see that he has a good place to sleep and plenty of water to drink.

When the dog is sick, he should have medicine; when he is hot, he should have a shady place to go; when he is cold, he should have a warm bed. A dog thus cared for can be trained to do many useful things. A boy with this responsibility will become a careful man.



LESSON 74.—STORIES TO BE COMPLETED

1. A lady was riding down the street in her carriage. A piece of paper was blown across the street and frightened the horses. They reared and plunged and ____.
2. There was a pond at the back of Mr. Black's lot. The water was very deep, and the children had been forbidden to play there, but one morning ____.
3. Ruth and Julia were tired of playing dolls. They wished to play like the boys, so they decided to climb the large oak tree that stood near the gate. Julia had climbed quite high when ____.
4. Anna wanted the beautiful story book she had seen in the book store, but she did not have quite enough money to buy it. Her mother was out, and the key to the drawer in which she kept her money lay on the table ____.
5. Fred was an elevator boy in a large dry goods store. He had to help support his mother and little sisters, for his father was dead. One day there was a crowd of ladies on the elevator and suddenly ____.
6. Miss Owens's class had been spending the day in the country. When the time came to return to the city, all the children were at the station except ____.

LESSON 75.—COMPARISON OF ADJECTIVES

We say of one man that he is *old*, but that another man is *older*, and that still a third man is the *oldest* of all.

We say one boy is *strong*, but that another boy is *stronger*, and that still a third boy is the *strongest* of all.

We say a river is *wide*, a lake is *wider*, and the ocean is the *widest* of them all.

There are three forms or degrees of the adjective :

1. The **positive degree** : Old, strong, wide.
2. The **comparative degree** : Older, stronger, wider.
3. The **superlative degree** : Oldest, strongest, widest.

We use the simple form as in (1) when we are speaking of one person or thing. We add *er* to the simple form as in (2) when we compare two persons or things. We add *est* to the simple form as in (3) when we compare three or more persons or things.

The violet is sweeter than the daisy, but the rose is the sweetest of all flowers.

Write the three forms of these adjectives :

wise, nice, new, old, fair, young, fine, sorry.

LESSON 76.—OTHER FORMS OF COMPARISON

In the case of adjectives like *beautiful* and *wonderful*, that have several syllables in them, we form the comparison by using the words *more* and *most*.

The sunset is *more beautiful* than midday.

It was the *most remarkable* story I ever heard.

What are three forms of these adjectives ?

interesting	lovable	conscientious
harmonious	amiable	quarrelsome
tiresome	dutiful	contented

Some adjectives change their form entirely when we use them for comparison. Learn this list:

good — better — best
little — less — least

bad — worse — worst
much — more — most

LESSON 77.—STUDY OF A POEM

A BOY'S SONG

Where the pools are bright and deep,
 Where the gray trout lies asleep,
 Up the river and o'er the lea,
 That's the way for Billy and me.

Where the blackbird sings the latest,
 Where the hawthorn blooms the sweetest,
 Where the nestlings chirp and flee,
 That's the way for Billy and me.

Where the mowers mow the cleanest,
 Where the hay lies thick and greenest,
 There to trace the homeward bee,
 That's the way for Billy and me.

Where the hazel bank is steepest,
 Where the shadow falls the deepest,
 Where the clustering nuts fall free,
 That's the way for Billy and me.

— JAMES HOGG.

Name the adjectives in this poem.

Give the three forms or degrees of each.

LESSON 78.—COMPARISONS

Here are some common comparisons that we often hear:

1. As gay as a lark.	5. Braver than a lion.
2. As wise as a serpent.	6. Hungrier than a wolf.
3. As gentle as a dove.	7. Slower than a snail.
4. As wise as an owl.	8. Better than gold.

Exercise 1. Finish these comparisons:

1. As swift as ____.	7. Quicker than ____.
2. As fierce as ____.	8. Darker than ____.
3. As timid as ____.	9. Greener than ____.
4. As vain as ____.	10. Harder than ____.
5. As sly as ____.	11. Greedier than ____.
6. As blind as ____.	12. Quieter than ____.

Exercise 2. Write sentences containing each of the above twelve comparisons. For example :

As soon as he saw the danger he flew to the spot as swift as an eagle.

Having dressed herself in her new clothes she strutted about vainer than a peafowl.

Do you know of any other comparisons besides those given above ?

LESSON 79.—STUDY OF A POEM**LITTLE BROWN HANDS**

They drive home the cows from the pasture,
Up through the long shady lane,
Where the quail whistles loud in the wheat fields
That are yellow with ripening grain.

They toss the new hay in the meadow,
They gather the elder-bloom white,
They find where the dusky grapes purple
In the soft-tinted October light.

They wave from the tall rocking tree tops,
Where the oriole's hammock-nest swings;
And at night-time are folded in slumber
By a song that a fond mother sings.

Those who toil bravely are strongest,
The humble and poor become great,
And so from these brown-handed children
Shall grow mighty rulers of state.

The pen of the author and statesman,
The noble and wise of the land,
The sword and the chisel and palette
Shall be held in the little brown hand.

— M. H. KROUT.

For Conversation.

What kind of hands are we going to talk about in this poem? What two words describe lane? What word tells the color of the wheat fields? What words describe the grain?

What kind of hay is in the meadow? What is the color of the elder-bloom? Of the grapes? What about the October light?

What words tell about the tree tops? What kind of a nest does the oriole build? What kind of song does the mother sing?

What word describes those who toil bravely? What becomes of the humble and poor? What word tells about children? About the rulers of state?

What makes the little hands brown? What kind of children are referred to?

Can you give the name of some great American who began life in the way suggested in this poem?

Do you know the names of any great men or women of other nations to whom the poem would apply?

LESSON 80.—STUDY OF A STORY**A ROMAN HERO**

Once upon a time many years ago a story goes that the people of Rome in Italy were terrified to see a great chasm open in the middle of the public square of their city, called the Forum. No one could see the bottom of the chasm, and no one could tell what caused it, and no one was able to suggest any way to close it. They made great efforts to fill it up, but it was of no use: their efforts were all in vain.

The people were greatly distressed and went to the oracles and soothsayers and priests to ask what must be done. The oracles considered for a while what answer to make and finally said, "The chasm will close when the most precious thing that Rome possesses is thrown into it."

Everybody tried to guess what was the most precious thing. Some threw their jewels and trinkets into the chasm; others, their statuary and money; but no matter what they threw into the chasm, it remained wide open.

At last a young man named Curtius rode fully armed into the Forum and said, "The most precious thing in Rome is its young men," and straightway he drove his horse over the brink of the chasm and disappeared in its depths. The chasm closed at once and has remained so ever since.

For Conversation.

Describe the feelings of the Roman people when they saw this great hole in the Forum. Describe what they said to each other by way of guessing what must be done. Tell what you think they did to try to fill it up.

Describe the conversation between the people and the oracle. Tell what the oracle said to them. Tell what the people thought of, and what some of them did. Describe the heroic conduct of Curtius.

LESSON 81.—STUDY OF A PICTURE**MARBLES****For Conversation.**

1. What game are the boys playing?
2. What season is it? What kind of weather?
3. Two boys have no coats. Why is that?
4. How many boys are playing? How many are watching the game?
5. What is in the bag? How many marbles are in the ring?
6. Are the boys near an orchard? What kind of tree is it?

For Writing.

1. Write the names of five games that boys like to play; the names of five games that girls like to play.
2. Write the name of the game you like best.
3. Write the names of all the games you can play.

For a Written Description.

Give each boy a name. Tell where they are playing, the name of the game, and how it started. Tell what the boy kneeling is saying and how the one opposite to him replies. Tell where the boy with the bag in his hand came from and what he had been doing. Tell what the boy with his hands in his pockets is saying and why he is not playing.

Of what are marbles made? How are they made round?



LESSON 82.—A POEM TO MEMORIZE**THE SUN'S TRAVELS**

The sun is not abed when I
 At night upon my pillow lie;
 Still round the earth his way he takes,
 And morning after morning makes.

While here at home, in shining day,
 We round the sunny garden play,
 Each little Indian sleepy-head
 Is being kissed and put to bed.

And when at eve I rise from tea,
 Day dawns beyond the Atlantic Sea,
 And all the children in the West
 Are getting up and being dressed.

— ROBERT LOUIS STEVENSON.

LESSON 83.—TEN RULES TO MEMORIZE

(For conversation and writing)

1. Never put off till to-morrow what you can do to-day.
2. Never trouble another for what you can do yourself.
3. Never spend your money before you have earned it.
4. Never buy what you don't want because it is cheap.
5. Better be hungry, thirsty, and cold than be dishonest.
6. Better eat too little than eat too much.
7. Whatever we have to do, let us do it cheerfully.
8. Do not borrow trouble. The evils that we dread the most sometimes do not happen.
9. Take things always by the smooth handle.
10. When angry, count ten before you speak; if very angry, count a hundred.—THOMAS JEFFERSON.

LESSON 84. — STORIES TO BE COMPLETED

Exercise 1. From these outlines as suggestions write complete stories.

1. A stray dog — some bad boys — a little girl — home — an organ and monkey — lost girl — tramp — a brave dog — saved.
2. A man — a gun — a horse — a pack of wolves — an old house — rescue.
3. A boat — a gale — a log — a good dog — a rescue.
4. A noise — a burglar — a light — a shot — a mistake.
5. A newsboy — a sick sister — a kind doctor — a new home — school — success.
6. A prairie — a wagon — a family — a camp — the Indians — an attack — cowboys — a rescue.
7. A desert — a caravan — the heat — the thirst — Arabs — an oasis —.

Exercise 2. From these beginnings make complete stories :

1. One day a man took his gun and went out to hunt. He was going through the densest part of the forest when suddenly he saw —.
2. John was a bootblack living in a crowded city. One morning as he was standing on the corner where he had his stand, he noticed a little girl trying to cross the street. Just then a pair of frightened horses came dashing down the street and —.
3. Mary and Julia were in the same class at school. The teacher offered a prize to the pupil who made the best record in spelling. Neither of the girls had missed until the last day when —.

LESSON 85.—FORMS OF POSSESSION

In these sentences name the words that show to whom the things belong :

1. I saw John's hat in the hall.
2. He rode the captain's horse.
3. They took the boys' coats off.
4. The men's heads were bare.
5. The ladies' hats were ready.

You will notice that we show possession or relation by using the letter *s* and putting an apostrophe before it ; as, 's. The **apostrophe** is the little mark before the *s*. If the word ends in *s*, we use the apostrophe only ; as, *s'*.

Exercise 1. Change these expressions to the possessive form ; as,

The hat of William. William's hat.

1. The book of my father.	5. The gloves of my mother.
2. The dress of the ladies.	6. The boots of the soldiers.
3. The lesson of the boy.	7. The ribbons of Mary.
4. The brother of Susan.	8. The cousin of my aunt.

Exercise 2. Copy this paragraph, noticing the form of possession, and how the apostrophe is placed. Explain the use in each case.

Aunt Mary's garden was full of spring's finest flowers. The gardener's skill was seen everywhere : in the walk's cleanliness, the beds' richness, the fence's condition, and indeed in everything. I knew the old man's habits, and the boys' fear of him, and so I asked about the roses' colors and the geraniums' perfume, until he was quite gentle. Then he gave me a bouquet.

LESSON 86.—EXERCISES IN FORMS OF POSSESSION

Exercise 1. Change these sentences to the plural forms, being careful to place the apostrophe after the *s* in the plurals of the nouns that end in *s*.

1. A boy's mother is his best counselor.
2. The lady's cloak was lost.
3. The soldier's battle was fought.
4. The ship's anchor was drawn up.
5. The child's story was finished.
6. The woman's meeting is held on Saturday.
7. The man's dog is always his friend.

Exercise 2. Copy the following selection and explain why each apostrophe is in its proper place:

In Asia there lived a king who had two children. The boy's name was Cadmus and the girl's name was Europa. The king's country was a very small one, yet he was as proud of his little kingdom's reputation as of his children's many graces and virtues.

One morning when Europa went out into a field where her father's cattle were grazing, she met a bull. She stroked the bull's head and neck and climbed on his back. But all at once the bull sprang up, and with poor Europa's hands clutched tightly to his back, leaped into the sea.

The country's best ship was sent after the bull, but the sailors' fastest rowing failed to overtake it. At length the father asked the prince's aid, and Cadmus went to Delphi to get a wise woman's advice. She told him that it was with Jupiter's consent that his sister's flight had taken place, and that it would be foolish for him to go in search of her.

Of Cadmus's further adventures you may hear some other time. As to Europa, if we can judge by history's record of her name, she was carried far from Asia's shores to the land now known as Europe.

LESSON 87.—STUDY OF A PICTURE**FEEDING THE BIRDS****Conversation.**

1. Whose bird do you think this is ?
2. On whose hand is the bird standing ?
3. What is the bird eating ?
4. What kind of a bird is it ?
5. What birds are content to live in cages ?
6. What birds are classed as song birds ?
7. What birds destroy insects ?
8. What birds are called game birds ?

For Writing. (Be careful to use the proper form of possession.)

1. Write whose bird you think it is.
2. Write a sentence about the bird's food.
3. Write a sentence about the bird's cage.
4. Write a sentence about the boy's hand.
5. Write a sentence about the children's faces.
6. Write a sentence about the bird's singing.

Exercise. Copy these sentences neatly :

1. Birds that give music should not be killed.
2. Birds that destroy insects should not be killed.
3. Game birds should not be killed out of season.
4. Caged birds should be cared for regularly.
5. A caged bird can be tamed by kindness.
6. Birds' nests are their homes and should not be robbed.

Draw the picture of a bird and color it to suit yourself. What kind of a bird have you drawn ? Can you imitate his song ?



LESSON 88.—WORDS THAT INDICATE ACTION

Read these sentences:

1. Horses <i>run</i> .	3. Dogs <i>bark</i> .
2. Lions <i>roar</i> .	4. Cats <i>scratch</i> .

What word tells what the horses do? What word tells what the lions do? What the dogs do? What the cats do?

Words that tell what persons or things do, or that indicate action, are called **verbs**.

The following are examples of verbs:

walk	jump	sing	laugh
bite	talk	write	cry
whistle	shoot	fight	cut
study	sleep	fish	hunt

Exercise 1. Complete these sentences by adding verbs. In each case, ask the question *do what?* The answer is the word that completes the sentence and is a verb.

Flowers —.	Birds —.	Wheat —.	Rivers —.
Winds —.	Ships —.	Boys —.	Girls —.
Fire —.	Sheep —.	Cows —.	Men —.
Trees —.	Hens —.	Fish —.	Waves —.
Dogs —.	Oxen —.	Stars —.	Storms —.
Horses —.	Knives —.	Shoes —.	Elephants —.

Exercise 2. Name all the verbs in this sentence:

The donkey brayed, the cock crew, the dog barked, the ducks quacked, the geese gabbled, and everything made such a noise that the farmer ran to the yard to see what was the matter.

LESSON 89.—MORE ABOUT VERBS

Read these sentences :

1. The horse *was beaten* by his master.
2. The meat *was eaten* by the dog.
3. The child *is loved* by its mother.
4. The lesson *was recited* by the pupil.

What words indicate what was done to the horse ?
What words show what was done to the meat ?
What is done to the child ? What was done to the lesson ?

We see that words not only indicate action, but they also indicate being acted upon. Words that express being acted upon are also verbs.

Exercise. In these sentences what words indicate being acted upon ? They are the verbs in the sentence. In each case, ask the question *what was done?*

1. The flowers were gathered by the gardener.
2. The lions were driven into the cage.
3. The child is burned by the fire.
4. The men were surrounded by the police.
5. The food has been eaten by the sailors.
6. The grass has been cut by the farmers.
7. John's back was hurt in the struggle.
8. The jewels were stolen by the robber.
9. The lessons were recited by the pupils.
10. The train was wrecked by an open switch.
11. The story was printed in the papers.
12. All who pass the examination will be promoted.

MEMORIZE: A *verb* is a word that expresses acting or being acted upon.

LESSON 90.—FINDING VERBS

Exercise 1. Read this story and find all the words that express acting or being acted upon. They are verbs. As you read the story make a list of the verbs.

A monster lived in Lycia. It was named Chimæra. It looked like a lion, a goat, and a dragon all together. Its breath burned like fire. Wherever it went, fields and houses were destroyed. The king wanted some one to kill the monster, but nobody was found brave enough.

One day a young man came to the palace and said to the king that he wanted work. The king told him the monster must be slain. The young man said that he would try. So he went away to a temple and slept there. In the night a goddess appeared to him and told him to find the winged horse, Pegasus, and to fight the monster on horseback. When he awoke he found a golden bridle in his hands. He went to a well near by and saw the horse. The horse was soon bridled and the young man mounted him. They flew up high in the air.

Soon they came to the place where the monster lived. It came out of its den, and spit fire at the young man. A dreadful battle took place. The monster flew at the horse, but the horse rose in the air and escaped the attack. The young man drew his sword and cut off the monster's goat head. Then the lion's head was cut off, and then the dragon's head was cut off. The winged horse then stamped all over the monster until it was killed. The Chimæra was conquered.

Everybody rejoiced. The king proclaimed a holiday and his beautiful daughter was given to the young man for a wife.

Exercise 2. Point out all the nouns in this selection ; all the adjectives.

Exercise 3. Tell this story in your own words, using as many possessive nouns as you can.

LESSON 91.—STUDY OF A POEM

RAIN IN SUMMER¹

How beautiful is the rain !
 After the dust and heat,
 In the broad and fiery street,
 In the narrow lane,
 How beautiful is the rain !

How it clatters along the roofs,
 Like the tramp of hoofs !
 How it gushes and struggles out
 From the throat of the overflowing spout !

Across the window pane
 It pours and pours ;
 And swift and wide,
 With a muddy tide,
 Like a river down the gutter roars
 The rain, the welcome rain !

In the country, on every side,
 Where far and wide,
 Like a leopard's tawny and spotted hide,
 Stretches the plain,
 To the dry grass and the drier grain
 How welcome is the rain !

— HENRY WADSWORTH LONGFELLOW.

Point out all the nouns in this poem and tell the number of each ; all the verbs ; all the adjectives.

What adjective is in the comparative degree ? Find the noun with a possessive form. What kind of sentence is the last sentence ?

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LESSON 92.—STUDY OF A STORY

“NEVER WHILE I HOLD THE COLORS”

The night was dark and the soldiers lay asleep. No sound was heard except the deep breathing of tired men. Rations had been cooked for the morrow, but that which was most necessary had been overlooked. No provision for water had been made. Before the morning broke, the far-off roll of musketry echoed through the woods and awoke men from their slumber.

A short march brought them to the rifle pits, on the brow of a hill overlooking the river. General Hooker was trying to cross and General Lee was using all means to prevent him. The day wore on, the men were weary with the battle and, having neglected to get their canteens filled with water, were choked with thirst. Those who were shot down cried out piteously for water! water!

“Boys,” said a lad of eighteen, who was the color bearer of one of the regiments: “I cannot stand this any longer. That cry is too pitiful. Those men must have water. Give me a few canteens and I will go for some.”

Laying the colors down and seizing a few canteens, he leaped over the trench and, hidden by the mist, ran rapidly in search of water for the men.

The retreating column marched out of the trenches, but had not gone far before it met the noble boy returning with water for the wounded soldiers who had been left in the trenches.

“Where is the flag of the regiment?” said he. No one could answer. They had all forgotten the colors and left them to be captured by the enemy. With a bound like a deer the boy was off before they could stop him. Arriving at the trenches he found them still free from the enemy. The wounded men cried piteously for water. Hastily handing out the water, the men drank freely and blessed him for it.

He then seized the flag of the regiment from where he had laid it and leaped out of the trenches to join the column which was now out of danger. But he had not gone a dozen yards before a body of soldiers behind him coming up the hill saw him and called him to "Halt!" "Surrender!"

He looked back at them as they aimed their guns. He looked up at the flag. Then his voice was steady and true as he cried out, "Never, while I hold the colors." He stood with his hand on his flag resolved to die by them if need be, but never to hand them over to a foe.

But the officer whose duty it was to give the order to fire hesitated in the presence of the heroic act, and called out to the men: "Bring back your guns, men. Do not shoot that brave boy. Let him have his flag."

In a few moments the little color bearer had leaped into the ranks of his own regiment, safe from harm. How many of us will say when we are called upon to surrender our principles, to give up the flag of our faith, and hand them over to an enemy in the time of temptation or of danger, "Never, while I hold the colors!" Let us remember this brave boy, and when we are tried by those who would make us do wrong and who call upon us to yield, let us say as he did, that we would rather die than surrender.

For Conversation.

Why were the men so tired? What awoke them in the morning? What is a rifle pit? What is a canteen? How did the men suffer?

Tell what the brave lad did. What is a color bearer? What happened to the flag while he was gone? What did the boy do? What did the enemy's officer say? What is meant by "standing by your colors"?

Relate this story in your own words.

LESSON 93.—STUDY OF A PICTURE**BASEBALL**

Exercise 1. Study this picture. Then fill the blanks with verbs that tell what the boys are doing.

1. These boys — baseball.
2. The pitcher — the ball.
3. The catcher — the ball.
4. The batter — the ball.
5. Some boys — on the grass.
6. Some boys — in the field.
7. One boy — home.
8. The pitcher — a mask.

Exercise 2. Use the following verbs in sentences about baseball:

strikes	runs	bats	muffed	hit
catches	throws	fell	slipped	won
pitches	slides	touches	called	lost

Exercise 3. Name the verb in each sentence:

1. Henry umpired the game.
2. The boat carries a large cargo.
3. Thomas made a home run.
4. Three boys scored in the last inning.
5. The bat was broken by Andrew.
6. The boys love to play ball.

Exercise 4. Write sentences telling:

1. Why the pitcher wears a mask.
2. The duties of the umpire.
3. The duties of the captain.
4. How the men are placed in the game.
5. What it takes to win a game.



LESSON 94.—EXERCISES IN WRITING**Some letters to write.**

1. Write to a friend who lives in the country, telling him you would like to spend a part of your vacation with him.
2. Write to a cousin of yours who lives in the city and ask him to visit you during the summer. Tell him just how your father's farm is situated and what things you could do for his pleasure.
3. Write a business letter to some hotel on the seashore asking when it will open for guests and the rates per week for boarding.

Some accounts to write.

1. Write an account of a fishing excursion to which you have gone and tell all about the day, who went, what fish you caught, what you had for lunch, etc.
2. Write about a visit to town or to the country, whether it was a picnic or some other occasion, and describe all the incidents of the day.
3. Write about a party to which you were invited, what you wore, who were present, what games or other kind of amusements you had, and any other incident of the occasion.
4. Give an account of a football match game which you engaged in or saw played, telling where it was played and by whom, who was there and what good plays or bad plays were made.

LESSON 95.—AM, IS, AND ARE

Learn these forms :

SINGULAR	PLURAL
I am.	We are.
You are.	You are.
He is, she is, it is.	They are.

Remember : When you speak of yourself, say *I am*.

When you speak to any one, say *You are*.

When you speak of but one person, say *He is*.

When you speak of one thing, say *It is*.

When you speak of yourself and some one else, say
We are.

When you speak of several persons and things, say
They are.

Exercise 1. Answer these questions :

1. Who is ready to recite ?
2. Who is going home ?
3. Who is the best boy ?
4. Which is the taller, John or James ?

Exercise 2. Fill these blanks :

1. All of us — ready.
2. Every boy — here.
3. Each of them — hungry.
4. John and I — not going.
5. Either he or she — guilty.
6. The apples — ripe.
7. I — very tired.
8. Either you — or I —.
9. Mary — young, but Susan — younger.
10. Who — going to stay, John or Joseph ?

LESSON 96.—CONTRACTIONS OF IS AND ARE

Frequently in ordinary and rapid speech we join the word *is* and the word *are* with the preceding word and contract the pronunciation of the two words into one; as, *he's* for *he is*, *they're* for *they are*, etc. Such contractions are correct in speech, but should be avoided in writing.

These contractions are correct :

He's for *he is*. *We're* for *we are*.

She's for *she is*. *You're* for *you are*.

It's for *it is*. *They're* for *they are*.

The words *I am* are contracted in *I'm*.

Remember: Whenever any word is contracted the apostrophe (') is always used to show the place where the letters are omitted.

Exercise. Write in the contracted form :

1. He is not sick.	6. You are wrong about that.
2. John is going fishing.	7. They are in New York.
3. It is not true.	8. I am not sure about it.
4. We are two travelers.	9. I am going with you.
5. A boy is a dog's friend.	10. It is my little book.

LESSON 97.—HAS AND HAVE

Learn these forms :

SINGULAR

I have.

You have.

He has, she has, it has.

PLURAL

We have.

You have.

They have.

Remember: When speaking of one person or thing use the form *has*; at all other times use *have*.

Exercise 1. Answer these questions in writing :

1. What have you ?
2. Whom has he invited ?
3. What has she eaten ?
4. What has he seen ?
5. What have we read ?
6. Where have they been ?

Exercise 2. Should you say,

1. John and I have been, or has been ?
2. Neither Susan nor Alice has gone, or have gone ?
3. Either Mary or Jennie have done this, or has done this ?
4. A lion, a tiger, and a bear have come, or has come ?

LESSON 98.—CONTRACTIONS OF *HAVE* AND *WILL*

In speech we frequently join the words *have* and *will* with the preceding word to form one word.

“ *I have* a knife ” is spoken “ *I've* a knife.”

“ *I will be* there ” is spoken “ *I'll be* there.”

Exercise. Write these contracted forms in full :

It's too early.	I'm so sorry.	She's just gone.
We're all here.	Time's up now.	You'll not stay.
You've heard him.	I've finished.	They're late.
Who's coming ?	We'll go soon.	We've seen him.

Contractions are used in writing to indicate what people say. They thus represent ordinary speech.

“ What'll you do for supper ? ” said the crane.

“ I'm not hungry yet, I'll wait a bit,” said the fox.

“ But we're ready to eat,” said the crane.

“ I'm in no hurry,” said the fox.

“ He's too proud to eat with me,” thought the crane, and so she ate all the frogs and mice in the pie.

“ They'll go well together,” thought the fox. “ I'm fond of stuffed crane.”

LESSON 99.—STUDY OF A POEM

SEPTEMBER¹

The golden-rod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest,
In every meadow nook,
And asters by the brookside
Make asters in the brook.

• • • • •
By all these lovely tokens
September days are here,
With summer's best of wealth,
And autumn's best of cheer.

— HELEN HUNT JACKSON.

For Conversation.

Have you seen the golden-rod? What does it look like? Why does the corn turn brown? Do you know the gentian? What does it look like? What is a milkweed? What is meant by its hidden silk? What are the sedges? The asters? How do they make other asters in the brook?

Do you not think this a beautiful poem to illustrate by making pictures of autumn flowers?

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LESSON 100.—DESCRIPTIONS TO STUDY

“A dragon—what is a dragon?” asked Siegfried.

“A dragon is the most terrible of all animals. He is like a huge, awful lizard, covered with scales and with wings. He does not walk, but twists and turns his big shining body as he crawls along. He has a long pointed tail with a terrible sting in the end of it. No one dares go near him, for his breath is poisonous, and one blow of his tail will bring instant death.”

Do you think from this description that you could draw a picture of a dragon? Could you describe one in your own language?

“Ichabod Crane was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small, and flat at top, with huge ears, large, green, glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck to tell which way the wind blew. . . .

“Ichabod rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers’; he carried his whip perpendicularly in his hand, like a scepter, and as the horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horse’s tail. Such was the appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom met with in broad daylight.”

Do you think you could see the picture of Ichabod as he rode that day? Can you describe his appearance in your own words?

LESSON 101.—STUDY OF A PICTURE**A VACATION CAMP****For Conversation.**

1. Where are these boys spending their vacation?
2. How many boys are there? Give their names.
3. What season of the year is it? Why?
4. What time of day is it? Why?
5. What kind of light will they use at night?
6. What is one boy preparing for the meal?
7. What food can they get from the woods?
8. What can they get from the water?
9. What must they take with them?
10. What do you think is in the barrel?
11. Tell what each boy is doing.
12. What country is it and why do you think so?

For Writing.

Draw a picture of a tent under a tree, with water near by, and a fire like the one in the picture. Then write a story of a real or imaginary camping out, using the following outline:

1. Where did you go? What did you carry?
2. How many were in the party?
3. What kind of game was killed? How many fish were caught?
4. Where did you get water to drink?
5. What was the most enjoyable occasion?
6. How did you return home?

NOTE. "The Young Marooners" is an excellent story of camp life.



LESSON 102.—DESCRIPTIONS TO WRITE

Exercise 1. Give a description of these objects:

1. Our schoolroom.
2. Our school yard.
3. The church I attend.
4. Our old horse.
5. My grandmother.
6. A mill pond.

Exercise 2. Write a short account of :

7. What kind of a man you would like to be.
8. What kind of a woman you would like to be.
9. How we could improve our schoolroom.
10. How we could improve our school yard.
11. The kind of books you like to read.
12. The kind of work you like to do.

Exercise 3. Write short descriptions of :

13. A street in a large city.
14. A lane in the country.
15. A picture that you are fond of.
16. A party of children on the beach.
17. A thunder storm.
18. A sunrise on the ocean.
19. A sunset in the mountains.
20. A path through the woods.
21. A view from a mountain top.
22. A toy shop at Christmas time.
23. The library in your school.
24. A new set of furniture.
25. A scene in a park.
26. A camp in the woods.

LESSON 103.—TOPICS FOR CONVERSATION AND WRITING

1. Tell all you know about *corn*,—how it is planted, how it is cultivated, how it grows, the stalk, the blade, the tassel, the ear, and how it is gathered, stacked, shucked and shelled, how it is ground, and the purpose for which it is used. Write your conversation in order as told and then draw a picture of a corn stalk.

2. Tell what you know about *apples*. Tell about planting an apple tree, the care of a tree, when the apples are gathered and how they are sent to market, and what they are good for. Write a description of all this. Draw the picture of an apple tree and of an apple.

3. Tell what you can about *cotton*. If you have never seen any cotton, write to some school children in a place where cotton grows and ask them to send you some and tell you about it. If you have seen cotton growing, tell about how and when it is planted, how it is cultivated, hoed, plowed, picked, ginned, baled, and sold. Tell also what is made out of cotton. Draw the picture of a cotton stalk, a cotton bloom, and an open cotton boll.

4. Draw the picture of a *sheep*, and tell about its habits, on what it feeds, how it is cared for, something about shepherds and sheep dogs, about shearing, about wool and the flesh of sheep for food. If you know any story of a shepherd dog, you may tell that.

LESSON 104.—STUDY OF A STORY**THE GIFTS OF THE GODS**

Man was all alone upon the earth. There was no one to talk to, no one to care for. He was lonesome and miserable.

Jupiter called the family of gods together and told them that he would make a companion for man and call her woman, and that each god should give her some especial gift. The gods were well pleased and woman was made.

Venus kissed her on the cheek and lips, and her eyes became bright, a blush spread over her face, and she received the gift of beauty.

Minerva came near and laid her hand upon her brow. "My gift is wisdom," said she. "She shall be wise to spin and weave, and rule her household in goodness."

Apollo touched her hands and her lips, and she received the gift of music. She could play on the harp and sing songs of love and home.

Mars, the god of war, came forward and said, "I will not make her a warrior, but she shall be the cause of many wars."

Vulcan, the blacksmith, grimy and strong, brought her some iron to put in her blood, that would give her health and vigor and put color in her cheeks.

Cupid brought her a tender and loving heart, so that she should love everything and be loved by everybody.

Mercury touched her eyes and her ears and said: "My gift is curiosity. She shall want to see everything, and hear everything, and know everything."

The gods all departed and Jupiter turned to the woman and said: "Arise, the gods have given you their blessings. Henceforth your name shall be Pandora, which means 'every gift.'"

For Conversation.—Why was man so lonesome? What did Jupiter do? What did he say to the gods? What gift did each of the gods and goddesses make? Which gift do you think is the best, and why?

LESSON 105.—WAS AND WERE

Learn these forms :

SINGULAR

I was.

You were.

He was, she was, it was.

PLURAL

We were.

You were.

They were.

Remember: When you speak of yourself, say *I was*.

When you speak to any one, say *You were*.

When you speak of one person, say *He was*.

When you speak of one thing, say *It was*.

When you speak of yourself and some one else, say *We were*.

When you speak of several persons and things, say *They were*.

Exercise. Copy this story and fill all the blanks with *was* and *were*:

All of us boys — in swimming. Two dogs — in the boat and one — on the bank. Our dog — with us. There — seven of us in all, not counting the dog. We — having a fine time and — in gay spirits. Tom Jones — showing what a good diver he —. We — telling him to be careful, as the water — cold and deep. Once he — under a long time, and we — frightened, for we thought he — drowned. We — looking for him, the dog — swimming around. For a long time we — unable to find him. The boys in the boat — paddling about, when we heard a noise in the bushes near by. There — Tom on the bank. He — seated on the ground and — laughing at us. He — such a good diver that he had come up under the bushes when we — not looking.

LESSON 106.—**MAY AND CAN**

When we wish to ask or to give permission, we should use the word *may*.

When we wish to express ability, we should use the word *can*.

“*May I go home?*” means, “Will you permit me to go home?” “*Can you lift that weight?*” means, “Are you able to lift that weight?”

Exercise 1. Of these sentences tell which are correct and which are incorrect :

1. Can I go out ?
2. Can I go home ?
3. Can I speak ?
4. What may I do now ?
5. Jennie, you may recite next.
6. Can I go to your party ?
7. You may stay in after school.
8. Can you work that example ?
9. You can choose what you like.
10. You may go to your seats now.

Exercise 2. Read this conversation and explain its meaning :

“Father, can I eat a piece of mince pie?”

“Yes, my son, I think you can, if your teeth are in order.”

“Well, can I go and get it now?”

“Yes, my son, if your legs are in good order.”

“What have they to do with it, father?”

“How can you eat without teeth, or walk without legs?”

“I cannot do either, but I want a piece of pie.”

“But that is not what you asked me, my son.”

“Well, then, *may* I have a piece of pie?”

“Oh, no! Mince pie is not good for boys at night.”

LESSON 107.—SHALL AND WILL

If I say, “I *shall* ride,” I tell that I am going to ride whether I wish to or not.

If I say, “I *will* ride,” I mean that I have made up my mind and am resolved to ride. It is my will and purpose.

Remember: The person speaking uses *shall* to express what is going to be, and uses *will* to express his purpose or wish.

Exercise 1. Tell the difference between these pairs of sentences :

1. I *shall* drown. I *will* drown.
2. We *shall* stay. We *will* stay.
3. I *shall* speak. I *will* speak.
4. We *shall* eat. We *will* eat.

If I say, “You *shall* not go,” I mean that you are not allowed to go. *Shall* in this case expresses command.

If I say, “You *will* not go,” I merely state what will take place, without giving any orders or expressing any compulsion.

The same rule applies to *shall* and *will*, used with *he*, *she*, *it*, and *they*.

Exercise 2. Explain the meaning of the following sentences :

1. Thou shalt not steal.	6. Thou shalt not kill.
2. He will arrive at six.	7. They shall not stay here.
3. It shall not be done.	8. You shall do as I say.
4. She will leave very early.	9. It will rain to-morrow.
5. The day will be dark.	10. Nobody shall see him.

LESSON 108.—LIE AND LAY

The use of these verbs is often confused. *To lie* means to recline. When I say, “I *lie* down,” it expresses what I do with myself. *To lay* means to place. When I say, “I *lay* a book down,” it expresses what I do to something else.

Learn these forms :

<i>To lie</i>	<i>To lay</i>
I <i>lie</i> down.	I <i>lay</i> the book down.
I <i>lay</i> down.	I <i>laid</i> the book down.
I am <i>lying</i> down.	I am <i>laying</i> the book down.
I have <i>lain</i> down.	I have <i>laid</i> the book down.

Remember: You cannot *lie* anything down, nor can you *lay* down to rest. When I say, “I *lay* down to rest,” I mean I reclined in some past time.

“He *lay* down” means “he reclined.” “He laid down the paper” means “he put the paper down.”

Exercise. In these sentences choose between the two forms in parentheses :

1. The men (*lay*, *laid*) down to sleep.
2. The dogs have (*lain*, *laid*) down to rest.
3. I (*lay*, *laid*) my hat on the desk.
4. We were (*lying*, *laying*) down when you came in.
5. Where have you (*lain*, *laid*) your dress ?
6. Suppose you (*lie*, *lay*) down.
7. Where were you (*lying*, *laying*) after dinner ?
8. Where shall we (*lie*, *lay*) our coats ?
9. After you had (*lain*, *laid*) down, did you sleep ?
10. (*Lie*, *lay*) down, sir.
11. Fido (*lay*, *laid*) down on the rug.
12. (*Lie*, *lay*) your hat on the table.

LESSON 109.—STUDY OF A POEM**LITTLE BY LITTLE**

“Little by little,” an acorn said,
As it slowly sank in its mossy bed,
“I am improving every day,
Hidden deep in the earth away.”

Little by little each day it grew;
Little by little it sipped the dew;
Downward it sent out a threadlike root;
Up in the air sprung a tiny shoot.

Day after day, and year after year,
Little by little the leaves appear;
And the slender branches spread far and wide,
Till the mighty oak is the forest’s pride.

“Little by little,” said a thoughtful boy,
“Moment by moment, I’ll well employ,
Learning a little every day,
And not spending all my time in play.
And still this rule in my mind shall dwell:
‘Whatever I do, I will do it well.’

“Little by little, I’ll learn to know
The treasured wisdom of long ago;
And one of these days, perhaps, we’ll see
That the world will be the better for me.”

For Conversation.

When do the acorns fall? How are they protected during the winter? When do they sprout? Notice the threadlike roots and the tiny shoot of an acorn that has sprouted. Upon what does it feed? What does the acorn need to nourish it? Can you draw an acorn showing the root and shoot?

LESSON 110.—LETTERS AND STORIES TO WRITE

Suppose it is near Hallowe'en time. You wish to write a formal invitation to some of your friends to come to your house to spend the evening. This is the way you might write it:

Oct. 27, 1907.

Miss Eva Benton requests the pleasure of your presence at a Hallowe'en party to be given at her home next Thursday night at nine o'clock.

*Mr. Richard Simms,
142 Jackson Ave.*

Now discuss and make out a list of the games you will play; of the stories you will tell; of the refreshments you will serve.

Tell a ghost story.

Describe a Hallowe'en game.

LESSON 111.—CONVERSATION AND EXERCISES

Cornelia was a noble Roman lady and a good woman, who was devoted to her children. She had brought up her two sons herself and was very proud of them. A lady once asked her to show her her ornaments, after she had displayed to Cornelia her own brilliant jewels. Cornelia sent word for her boys to be brought in, and when they arrived she pointed to them and said, "These are my jewels."

For Conversation.

Who was Cornelia? Why was she a good mother? Was she wealthy in money? What were her jewels? Who was the richer of the two women?

One time Alexander H. Stephens, of Georgia, was asked if he were not afraid to make a certain speech he intended to make. To this he replied :

"I am afraid of nothing on earth, or above the earth, or under the earth except to do wrong. The path of duty I shall ever endeavor to travel, fearing no evil and dreading no consequences. I would rather be defeated in a good cause than to triumph in a bad one."

Write what you should and should not be afraid of.

Exercise. Copy and memorize :

Henry Clay said, "I would rather be right than be President."

Marcus Aurelius said, "If it is not right, do not do it; if it is not true, do not say it."

LESSON 112.—CHOICE OF VERBS

1. We *love* people and we *like* things.

I *love* my sister. I *like* pumpkin pies.

2. We *think* of things and *guess* at riddles.

I *think* he will come. I *guessed* the answer.

3. We *expect* what will happen, and *suspect* what is doubtful.

I *expect* my friends to-day. I *suspect* you are wrong.

4. We *stop* when we cease going and we *stay* where we stopped.

I *stopped* in Denver. I *stayed* at the Royal Hotel.

Whom do you love? What do you like?

What do you think? What is the answer?

Whom are you expecting? What do you suspect?

Where will you stop? Where will you stay?

LESSON 113.—EXERCISES

In this paragraph explain the use of the words *love*, *like*, *think*, *guess*, *suspect*, *stop*, and *stay*.

We boys like to get up early in the morning and take a long walk before breakfast. Our dog, who loves us and thinks we are the greatest things on earth, likes to go along too. He never stops running but for a moment and never stays in one place a second. We suspect he thinks we are after rabbits, but he is wrong, for we like the morning air and expect to enjoy it every day during the summer. Sometimes we stop near a spring and stay there awhile to rest and drink the cool fresh water. Once we amused ourselves asking riddles for each other to guess. We generally get back early for breakfast, for mother expects us to be on time for our meals.

LESSON 114.—*THERE IS AND THERE ARE*

Whenever we speak of but one person or thing, we should use *there is* or *there was*. “*There is* a beggar at the door.”

Whenever we speak of more than one person or thing, we should use *there are* or *there were*. “*There are* six persons here.”

Exercise. In these sentences supply *is* or *are*, *was* or *were*.

1. There — ten men drowned.
2. There — two hurt, but there — only one killed.
3. There — but little time left.
4. There — many days yet to come.
5. There — nothing left to do now.
6. There — John, Albert, and Susan present.
7. There — father and I left.

LESSON 115.—STUDY OF A POEM

HILDA'S CHRISTMAS

Standing apart from the childish throng,
 Little Hilda was silent and sad;
 She could not join in the happy song,
 She could not echo the voices glad.

“What can I do on Christmas day?
 I am so little and we are so poor,”
 She said to herself in a dreary way:
 “I wish there never was a Christmas more.

“Mother is sick, and father can’t know
 How children talk of their gifts and joy,
 Or he’d surely try, he loves me so,
 To get me just one single toy.”

“But Christmas is not for what you get,”
 She heard a small, sweet, tender voice,—
 “It’s for what you give,” said wee Janet,
 And the words made Hilda’s heart rejoice.

“It isn’t our birthday,” went on the mite,
 “It is Christ’s, you know; and I think he’d say
 If he were to talk with us to-night,
 That he’d wish us to keep it his own way.”

A plan came into Hilda’s head;
 It seemed to her she could hardly wait;
 “I can’t give nice things,” she bravely said,
 “But I’ll do what I can to celebrate.

“I can give the baby a day of fun;
 I can take my plant to the poor, lame boy;
 I can do mother’s errands — every one;
 And my old kite I can mend for Roy.

"I can read to father and save his eyes;
I can feed the birds in the locust grove;
I can give the squirrels a fine surprise,
And grandma shall have a letter of love."

Now when that busy day was done,
And tired Hilda crept to bed,
She forgot that she had no gift of her own—
"What a lovely Christmas it was!" she said.

— M. A. L. LANE.

For Conversation.

Tell the story of this poem. What do you think of Hilda and the way she made Christmas happy? What can we do at such a time to make it happy for others? Tell a Christmas story.

For Writing.

1. Let everybody write a Christmas letter.
2. Copy these two stanzas on Christmas.

"God bless the master of this house,
The mistress also,
And all the little children
That round the table go;
And all your kin and kinsmen
That dwell both far and near,
I wish you a Merry Christmas
And a Happy New Year."

I heard the bells on Christmas Day
Their old, familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good will to men.

LESSON 116.—STUDY OF A DESCRIPTION**OLD SCROOGE**

Once upon a time — of all the good days in the year, upon a Christmas Eve — old Scrooge sat busy in his counting house. It was cold, bleak, biting, foggy weather; and the city clocks had only just gone three; but it was quite dark already — it had not been light all day — and candles were flaring in the windows of the neighboring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without that although the court was of the narrowest, the houses opposite were mere phantoms.

The door of Scrooge's counting house was open, that he might keep his eye upon his clerk, who, in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter and tried to warm himself at the candle, in which effort, not being a man of strong imagination, he failed.—CHARLES DICKENS.

For Conversation.

What words describe the kind of weather in this extract? What can you say about the fog?

Describe Scrooge's fire and the clerk's fire. Why could the clerk not replenish his fire? What did the clerk then do? What do you think of Scrooge?

If you wish to learn more about him and how he became a kind-hearted man, you will have to read "The Christmas Carol," by Charles Dickens.

LESSON 117.—STORIES TO BE COMPLETED

1. Raymond and Jack had been reading of boys who ran away from home and made fortunes. So one night after every one had retired ____.
2. Flora was a poor little girl whose father had died when she was a baby. Since then she had been living with an old woman who made her beg all day and beat her every night. One day ____.
3. Miss Ellis, with a party of friends, was climbing a steep mountain. Hearing her name called by one of the young ladies, she turned quickly, her foot slipped, and ____.
4. Carl had been stolen by the gypsies when he was only two years old. Since then he had traveled from place to place in a wagon. One day as they were entering a town a lady passed in a buggy and ____.
5. Dr. Newell came home very much troubled. Old Mrs. Brown had just died and he did not know what would become of poor little Lucy ____.
6. Once, in a deep forest, there was a tiny cottage where an old man lived. One night he heard a noise. Seizing his gun he opened the door and there was a ____.
7. A dog was chasing a cat. The cat ran for safety into a piece of sewer pipe that lay in the street. The dog followed and ____.
8. When Mowgli was a tiny baby he was stolen by a tiger and carried to the jungle. There he was brought up by some kind wolves. When he was eight years old ____.
9. Peter was a farmer's son who wanted to marry the beautiful princess. He had heard that the king had promised her to the man who would do the bravest act in the service of the kingdom. One day as Peter was plowing in the field he overturned a big black box. He opened it and to his surprise found it contained a bag of gold and an old cap. Whoever wore the cap could not be beaten in anything, but Peter did not know this yet ____.

LESSON 118.—SIT AND SET

As in the use of *lie* and *lay*, so we often confuse the use of *sit* and *set*. *To sit* expresses what one does with oneself; as, “I *sit* down.” *To set* expresses what one does to something else; as, “I *set* the chair down.”

Learn these forms:

To sit

I *sit* down.

I *sat* down.

I *have sat* down.

To set

I *set* the book down (now).

I *set* the book down (yesterday).

I *have set* the book down.

Here we have three forms, *sit*, *sat*, and *set*.

Remember: *Sit* and *sat* are always used to express what one does to oneself. *Set* is always used to express what one does to something else.

Exercise. Fill the blanks in these sentences:

1. Come in and —— down.
2. He came in and —— near the fire.
3. —— the chair by me.
4. Have you —— out your cabbages?
5. They have —— there for an hour.
6. An old man —— on the doorstep.
7. We —— and listened to the sermon.
8. I —— my foot down on that.
9. John is —— the traps and Mary is —— the clock.
10. Where will you ——?
11. I was —— still all the time.
12. Boys, —— still now.
13. Have you —— us the copy yet?
14. —— down, everybody.
15. You have —— up too late.

LESSON 119.—STUDY OF A PICTURE**THE CHICKEN YARD****For Conversation.**

1. What is the farmer doing in this picture?
2. What time is it, and what makes you think so?
3. How many hens do you see? How many roosters?
4. Of what use is the wire fence?
5. What food is the farmer giving the chickens?
6. What things are good for chickens to eat?
7. What must be done to make chickens healthy?

Exercise 1. Write sentences telling:

1. What the farmer says to the chickens.
2. What the turkey says about himself.
3. What the roosters say to each other.
4. What the white hen said to the black hen.
5. What the farmer's wife said to the turkey.
6. What the little chickens said to their mother.

Exercise 2.

1. Draw a picture of the turkey and write a Thanksgiving story or a Christmas story about it.
2. Draw a picture of one of the hens and write a story telling where it was hatched and all about its life up to this time.
3. Draw a picture of a rooster and tell where it came from and what it does in the farmyard.
4. Draw and color some little chickens and tell what must be done for them by the farmer's wife.



Véron Picard

LESSON 120.—SEE, TAKE, AND GO

Learn the correct forms:

I see.	I saw.	I have seen.
I take.	I took.	I have taken.
I go.	I went.	I have gone.

Do not use the word *have* with *saw*, *took*, or *went*.

Do not use *seen*, *taken*, and *gone* without using *have*, *has*, or *had*.

Exercise 1. Copy these sentences and fill the blanks with correct forms of *see*, *take*, or *go*:

1. I — your father yesterday.
2. I — my umbrella on account of the rain.
3. You ought to have — home.
4. Have you ever — a tiger?
5. I — one in a circus.
6. She — the last piece.
7. I would have — it myself.
8. She should have — to school, but her mother was sick and the doctor has not — her yet.
9. Have you ever — into the country?
10. Has she — her books along?
11. I — a large rat in the hole and — a big stick to him.
12. You — too much trouble; the rat would have — away.

Exercise 2. Fill the blanks with the proper form of *see*, *take*, or *go*.

I had scarcely — out when Edith called to — me. My mother told her I had — my sister Elsie to the park. We were sitting on a bench by the lake when Elsie cried out, “I — Edith coming.” I — Elsie by the hand and said, “Let us — to meet her.” So we — to meet Edith and when she — us she smiled and waved her handkerchief.

LESSON 121.—DO, COME, AND EAT

Learn these correct forms :

I do.	I did.	I have done.
I come.	I came.	I have come.
I eat.	I ate.	I have eaten.

Do not use the words *done*, *come*, and *eaten* without using *have*, *has*, or *had*.

Exercise. Copy these sentences and fill the blanks with correct forms of *do*, *come*, or *eat*:

1. I saw him when he — it.
2. I — in late last night and saw the lights burning, so I — a little before I went to bed.
3. What made you — so late?
4. You have never — that before.
5. What have you — for your breakfast?
6. I — bread and butter.
7. We — all our lessons before you —.
8. The boys — their lunch in school and now they have none.
9. Everybody — back last night.
10. Who — that? I — it.
11. Who — in late this morning? Jane — in late.
12. Who — my apple? I have — it.
13. Who — my cake? Nobody — it.
14. I —, I saw, I conquered.
15. He has — me out of house and home.
16. We have left undone those things which we ought to have —.
17. — the duty that lies nearest.
18. After you — your dinner, go to your work.
19. She — what she could.
20. Now all is done that men can —.
And all is — in vain.

LESSON 122.—TEACH AND LEARN

When one person gives lessons to another person he is a teacher, and he *teaches*. The other is a learner, and he *learns*.

We *teach* other people, but we ourselves *learn*.

You should say:

He *taught* me my lesson. I *learned* my lesson.

Exercise. Copy these sentences and fill the blanks correctly with *learn*, *learned*, *teach*, or *taught*.

1. My mother —— me my speech.
2. Please —— me this lesson.
3. The man —— us a new trick.
4. Our teacher —— us a new song.
5. You must —— my boy his letters.
6. What has your teacher —— you to-day ?
7. What have you —— to-day ?
8. —— a little every day.
9. A teacher —— and a pupil ——.
10. I will —— you, but you will have to ——.
11. The foolish oftentimes —— the wise.
12. —— to wait, life's hardest lesson.
13. —— us to be strong.
14. He who —— others, should —— his lesson well.
15. Sometimes we may —— more from a man's errors than from his virtues.
16. —— to live and live to ——.
17. Men —— while they ——.
18. —— me the secret of thy loveliness.
19. No man will —— anything unless he first will —— humility.
20. He who should —— men to die would at the same time —— them to live.
21. —— from the birds what food the thickets yield.

LESSON 123.—CONVERSATION AND DISCUSSION**M AXIMS**

Copy these maxims in your exercise book. Discuss the meaning of each one.

1. Turn not your back to others, especially in speaking; jog not the table or desk on which another reads or writes.
2. Show not yourself glad at the misfortune of another, though he were your enemy.
3. When a man does all he can, though it succeeds not well, blame not him that did it.
4. Take all admonitions thankfully; but afterwards not being culpable, let him know it that gave them.
5. Be not curious to know the affairs of others, neither approach to those that speak in private.
6. Use no reproachful language against any one, neither curse nor revile.
7. Be not hasty to believe flying reports to the disparagement of any.—**GEORGE WASHINGTON.**

8. Resolve to perform what you ought; perform without fail what you resolve.
9. Lose no time; be always employed in something useful; cut off all unnecessary actions.
10. Speak not but what may benefit others or yourself; avoid trifling conversation.
11. Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.
12. Wrong none by doing injuries or omitting the benefits that are your duty.
13. Avoid extremes; forbear resenting injuries so much as you think they deserve.
14. Be not disturbed at trifles, or at accidents common or unavoidable.—**BENJAMIN FRANKLIN.**

LESSON 124.—CONVERSATION AND WRITING

THE SEASONS

Autumn. September—October—November.

1. Make a list of the flowers that bloom and of the fruits we gather in autumn.
2. What harvests do the farmers have?
3. What about the birds in autumn?
4. What games are good for the autumn?

Winter. December—January—February.

5. What can you say about the trees in winter?
6. What is the use of cold, snow, ice, frost?
7. What anniversaries come in winter?
8. What kind of clothing do people wear in winter?
9. What sports do we have in winter?

Spring. March—April—May.

10. What does the farmer do in spring?
11. What about the flowers, birds, trees?
12. What kind of weather do we have?
13. What does the housekeeper do in spring?
14. What pleasures do we have in spring?

Summer. June—July—August.

15. What makes the weather hot in summer?
16. What is the use of hot weather?
17. What occupations do the people have in summer?
18. What do you generally do in summer?
19. What pleasure do you take in summer?
20. What season do you like best, and why?

LESSON 125.—STUDY OF A POEM**FRIENDS**

North wind came whistling through the wood,
Where the tender sweet things grew;
The tall fair ferns and maiden's hair,
And the gentle gentians blue.

“It is very cold ; are we growing old ? ”
They sighed, “What shall we do ? ”

The sigh went up to the loving leaves,—
“We must help,” they whispered low.
“They are frightened and weak, O brave old trees !
But we love you well, you know.”
And the trees said, “We are strong — make haste !
Down to the darlings go.”

So the leaves went floating, floating down,
All yellow and brown and red,
And the frail little trembling, thankful things
Lay still and were comforted.
And the blue sky smiled through the bare old trees
Down on their safe warm bed.

— L. G. WARNER.

For Conversation.

Name some wild flowers. What becomes of them in the winter ? What are ferns, maiden's hair, gentians ? What did they say to the north wind ?

Do the trees need the leaves in the winter ? Of what service are they to the ground and to the wild flowers and seeds ?

What are the colors of autumn leaves and winter leaves ? Could you gather some leaves and draw and color them ?

Learn this poem by heart.

LESSON 126.—STUDY OF A PICTURE**SKIPPING ROPE****For Conversation.**

1. What season is good for skipping rope? Why?
2. What danger is there in skipping rope? Why?
3. How many times can you skip the rope?
4. Is this a girl's game or a boy's game? Why?
5. What other girl's game do you know?
6. Which little girl lives in this house?
7. Are the others her sisters or her friends?
8. How old do you think they are?
9. Do they live in the city or in the country?

For Writing.

1. Tell how you will entertain some girls who visit you.
2. Tell how two large girls can play with two small ones.
3. Tell what these girls will do later on.
4. Tell how these girls happened to play the game.

Exercise. Copy these sentences and fill blanks with verbs:

These girls had been — on the ground. They had not — their dinner, nor had they — much exercise. One of them had — for the rope, and after she had — back, they — to — and —. After the game was over they — into the house, — the table and — down to —. They — nobody after they — in but the maid. They — their dinners and — out again to —. That is all they — that day.



Victor Pynson

LESSON 127.—STUDY OF A STORY

SIEGFRIED AND BRUNHILDE

Siegfried was tired after his battle with the terrible dragon. He sat down on a log and wished for his mother or some one to love. The birds came and sang to him.

“There is some one to love you—love you better than all the world. On yonder mountain, behind a wall of fire, sleeps a maiden who must be awakened by a hero who knows no fear. Arise and be brave.”

Siegfried arose gladly and hastened toward the mountain. On the way he met a giant with mighty spear in his hand. The giant's name was Wotan.

“Where are you bound?” asked Wotan.

“To yonder mountain, to awake the sleeping Brunhilde,” answered Siegfried.

“Dare you face the fire?” asked Wotan.

“I am not afraid,” said Siegfried. “Stand aside and let me pass.”

“Not so fast,” answered the giant. “You shall not go; my mighty spear shall prevent you. Do you suppose you can withstand that?”

Siegfried made no reply, but raised his own magic sword on high and smote the giant's spear in two. The giant then let Siegfried pass.

He climbed the mountain and came near the fire. It was scorching hot. Flames mounted to the sky, but Siegfried was not afraid and leaped into the fire, and battled his way through the flames and on to the place where the maiden was sleeping.

Here he found her covered with a shield and the armor of a knight. He took off the shield and then the armor, and saw the beautiful golden hair of Brunhilde. He bent over and kissed her. Then she awoke, and all the sleeping things around her awoke, and Siegfried was very happy, for he had found some one to love him. He was not afraid of dragons, giants, or fire, and so he found his reward.

For Conversation.

Was not Siegfried a brave man? Tell about his fight with the giant; about his fight with the fire; about his waking Brunhilde.

Tell the story in your own language. What do you think the story means?

Let each pupil tell a fairy story. All stories should be told in good language and delivered in good style. The class may decide which of the stories is the best.

Let each pupil tell a story of adventure, founded on fact, as thrilling as the pupil can make it. The class may decide which is the best story.

LESSON 128.—FAIRY STORIES TO BE COMPLETED

1. Gretchen lived in a lonely German forest with her poor old lame grandmother. One day she lay down near the spring at the back of her house. Immediately the spring dried up and a cave opened in the side of the hill. Out of the cave came a troop —.

2. Hans was off to the wars. He carried a gun, a pack, and a big stick. On his way he met an old woman who begged him for a penny. Hans gave her his last cent and the old woman gave him one of her old shoes, and told him whenever he was in a hurry to put it on. Hans slipped the old shoe in his pack and went on —.

3. Little Hilda wanted to see the great city and have some fine clothes. She was tired of the country and of milking the cows and of her cheap brown dresses. One night her window flew open and in came a tiny chariot, drawn by two large black birds. A beautiful little fairy stepped out on the window sill and said —.

LESSON 129.—WORDS THAT MODIFY VERBS

Write this sentence :

The soldiers slept.

If we wish to know *how* the soldiers slept, we may add such words as *soundly*, *calmly*, *safely*.

If we wish to know *when* the soldiers slept, we may add such words as *yesterday*, *last night*, *to-day*.

If we wish to know *where* the soldiers slept, we may add such words as *here*, *there*, *yonder*.

Words of this kind used to modify the meaning of a verb are called **adverbs**.

1. Write some sentences to tell *how* the soldiers slept.
2. Write some sentences to tell *when* the soldiers slept.
3. Write some sentences to tell *where* the soldiers slept.

MEMORIZE: Words that are added to verbs to tell how, when, or where are called **adverbs**.

Many adverbs are made by adding *ly* to the adjective ; as, *sound*, *soundly* ; *heavy*, *heavily*.

Exercise. Make adverbs from these adjectives :

calm	happy	peaceful	beautiful
bright	heavy	tolerable	interesting
slow	easy	bountiful	awkward
sure	stony	plentiful	active
sweet	sleepy	powerful	gentle
safe	hungry	joyful	diligent

LESSON 130.—OTHER USES OF ADVERBS

Let us study these sentences :

1. The day was *terribly* hot.
2. The man works *very* diligently.

In the first sentence we use the word *terribly* to tell how hot it was. *Hot* is an adjective and it is modified by the adverb *terribly*.

In the second sentence we use the word *very* to tell how diligently the man works. *Diligently* is an adverb and is modified by the other adverb *very*.

So we see that an adverb may not only modify a verb but may also modify an adjective or another adverb.

MEMORIZE: An *adverb* is a word that modifies a verb, an adjective, or another adverb.

Exercise. In these sentences name the adverbs :

1. A very cold night quickly followed the day.
2. We were too tired to work.
3. Promises lightly made are readily broken.
4. The water rose very rapidly.
5. Softly and sweetly blew the breezes.
6. The tired workman ate so hungrily.

LESSON 131.—EXERCISES ON ADVERBS

Exercise 1. Copy these sentences, adding adverbs that tell *how* :

1. The rain pours.	4. The boys play.
2. The children cry.	5. The man works.
3. The lions roar.	6. The wind blows.

Exercise 2. Copy these sentences, adding adverbs that tell *when*:

1. I lost my knife.	4. We will depart.
2. The boys fished.	5. I will be ready.
3. The band played.	6. You should go.

Exercise 3. Copy these sentences, adding adverbs that tell *where*:

1. We saw him.	4. The birds sang.
2. We are going.	5. The flowers bloom.
3. They came.	6. The dogs bark.

Exercise 4. Fill these blanks with adverbs:

1. I feel ____ well ____.	6. He was ____ tired to sleep.
2. They went ____ to work.	7. Deal ____ with all men.
3. Speak ____.	8. The flies buzzed ____.
4. Eat ____.	9. Our friends left ____.
5. Act ____.	10. Sleep ____.

LESSON 132.—THE CORRECT USE OF ADVERBS

It is well to remember that we should not use an adjective to modify a verb, but should always use an adverb.

We should also remember that the adverb should be placed near the word it modifies.

Exercise. In these sentences choose which word to use:

1. The boy acted bad (or badly) in school.
2. We found our way very easy (or easily).
3. The tramp ate greedy and quick (or greedily and quickly).
4. Speak slow and distinct (or slowly and distinctly).
5. I could scarce (or scarcely) keep from laughing.
6. The girls learn easy (or easily) enough.

LESSON 133.—SUPPLYING ADVERBS

Exercise 1. Improve these sentences by placing the adverbs where they belong :

1. I was influenced by his example greatly.
2. He intended to pay me never.
3. He thought himself an orator really.
4. Try to be pleasant at home always.
5. He visited my home very seldom.
6. The hunter tried to kill the game hard.

Exercise 2. Copy this story and put an adverb that tells how, when, or where in each blank space :

The moon was shining —. Endymion was — guarding sheep on Mount Latmos. He loved — to sing and so he sang — to the moon. A beautiful young woman — appeared to him.

The shepherd was — surprised, but said, “ You wander — on the mountain, fair creature.”

“ Yes,” said the woman, “ I have heard you singing — when men were sleeping — and the flocks were grazing —. I am — awake —. I have heard you praising me —.” Endymion — knew this was the moon-goddess. He was not — afraid, but spoke — and said, “ Forgive me, I pray, if I have — made you angry.”

The moon-goddess said: “ I am not angry. I am — pleased, and have come to grant you any request.”

Endymion thought — and said, “ Pray let me live — and be young.”

The moon-goddess went to the king of the gods, and when she came — her face was sad.

“ The king says you may be — young, but that you must — sleep.” So Endymion went — to sleep, and he — sleeps on the mountain, and the moon-goddess whom he loved — watches his slumbers.

LESSON 134.—STUDY OF A PICTURE**BLOWING BUBBLES****For Conversation.**

1. Tell what we need for blowing bubbles.
2. What is the best way to blow them ?
3. What makes them float in the air ?
4. What gives them color as they float ?
5. How are these children related to each other ?
6. Why is the large girl amusing the other two ?

For Writing.

1. Look at the picture and write a description of what you see.
2. Write a story of why and how the large girl is playing with the two small ones.
3. Imagine that you have given a bubble party at your house. Tell what happened.
4. Give names to these girls and tell what each one is saying to the others.
5. Tell where these girls live and what is happening in the other parts of the house.

Exercise. Complete these sentences with appropriate adverbs :

1. The bubbles float —— in the air.
2. The bubbles shine —— in the air.
3. The child looks —— at the bubbles.
4. One must blow —— to make good bubbles.
5. One must not blow —— in making bubbles.
6. The large girl is dressed ——.
7. One child stands —— on the floor.
8. Another child sits —— on the divan.



LESSON 135.—STUDY OF A STORY**ALEXANDER AND THE HORSE**

When Alexander the Great was twenty years of age he became king of Macedonia. He was the son of a king, but had received the best education that his father could get for him. His teacher was a famous philosopher by the name of Aristotle. The young king had been trained by his father to work hard and endure all kinds of suffering. He had been taught by the philosopher all the rules of government. He had been to the wars and had become a fine soldier.

As a boy he was strong and fearless, with a love for horses and all sorts of sports. He seemed to understand the nature of horses and how to treat them. His father had a fine horse that nobody had been able to ride. The old king had ordered the horse killed because he thought he was dangerous. Alexander then begged that he might be allowed to ride him.

The horse was brought out. He was a large, black, powerful animal. He had been named Bucephalus, which means "ox head," either because his head was shaped like an ox or because he had a white spot of that shape on his nose. Alexander noticed that the horse was afraid of his own shadow and when his face was away from the sun, and his own shadow was in front of him, he became quite unmanageable. Therefore Alexander made him face the sun, and then leaped on his back.

The horse reared and plunged, but the young prince was not to be thrown, and after a while Bucephalus quieted down and Alexander brought him back to the place from which they started. From that time the young prince was master of the splendid horse, that obeyed every word he spoke to him.

For Conversation.—What does this story teach us?

For Writing.—Write some sentences describing Alexander and some describing the horse. Write a story about a horse.

LESSON 136.—STUDY OF A POEM

IN SCHOOL DAYS¹

Still sits the schoolhouse by the road,
 A ragged beggar sleeping ;
 Around it still the sumachs grow,
 And blackberry vines are creeping.

Within, the master's desk is seen,
 Deep scarred by raps official ;
 The warping floor, the battered seats,
 The jackknife's carved initial ;

The charcoal frescoes on its wall ;
 Its door's worn sill betraying
 The feet that, creeping slow to school,
 Went storming out to playing !

Long years ago a winter sun
 Shone over it at setting ;
 Lit up its western window panes,
 And low eaves' icy fretting.

It touched the tangled golden curls
 And brown eyes full of grieving,
 Of one who still her steps delayed
 When all the school were leaving.

For near her stood the little boy
 Her childish favor singled ;
 His cap pulled low upon a face
 Where pride and shame were mingled.

Pushing with restless feet the snow
 To right and left he lingered ;—
 As restlessly her tiny hands
 The blue-checked apron fingered.

¹ By permission of, and special arrangement with, Houghton, Mifflin and Company, the authorized publishers.

He saw her lift her eyes ; he felt
 The soft hand's light caressing,
 And heard the tremble of her voice,
 As if a fault confessing.

“ I'm sorry that I spelt the word ;
 I hate to go above you,
 Because,” — the brown eyes lower fell, —
 “ Because, you see, I love you ! ”

Still memory to a gray-haired man
 That sweet child-face is showing.
 Dear girl ! the grasses on her grave
 Have forty years been growing !

He lives to learn, in life's hard school,
 How few who pass above him
 Lament their triumph and his loss,
 Like her, — because they love him.

— JOHN GREENLEAF WHITTIER.

For Conversation.

What is the schoolhouse said to be like? What are sumachs? What are “raps official”? What was the condition of the floor and the seats? What about the jackknife? The charcoal frescoes? How did the children go to school? How did they leave?

What about the winter sun long years ago? What about the little girl? What about the little boy? What did the girl say to the little boy? What does memory show to the gray-haired man? What had become of the little girl? What about life's hard school? Who was this boy?

Try to draw the picture of this schoolhouse.

LESSON 137.—USE OF *NO* AND *NOT*

The words *no* and *not* express negation, but should not be used in the same sentence. The words *nobody*, *nothing*, *never*, are used also for negation.

Do not say: I have *not* had *nothing* to eat.

I have *not* seen *nobody* to-day.

Say: I have *not* had *anything* to eat.

I have *not* seen *anybody* to-day.

Exercise. Complete these sentences by supplying such words as *any*, *anybody*, *ever*, *anything*:

1. We did not find —— at home.
2. I haven't bought —— book yet.
3. Nobody —— sits in that seat.
4. I haven't —— been in the country.
5. I didn't see —— in the yard.
6. We haven't —— grammar lesson to-day.
7. There wasn't —— the matter with her.

LESSON 138.—CONTRACTION OF THE WORD *NOT*

In ordinary speech we shorten our words by contracting or combining them. Thus we say *don't* for *do not*, *haven't* for *have not*, etc. This is correct in speech, but in writing it is not always good form.

These contractions are correct :

isn't for *is not*.

can't for *cannot*.

aren't for *are not*.

shouldn't for *should not*.

don't for *do not*.

wouldn't for *would not*.

doesn't for *does not*.

hadn't for *had not*.

haven't for *have not*.

mayn't for *may not*.

hasn't for *has not*.

couldn't for *could not*.

Never use the contraction *ain't*. It is not of good form.

Notice that whenever the word *not* is contracted and joined with the preceding word, the letter *o* is omitted and an apostrophe ('') is inserted to show the omission. A period does not follow a contraction.

Exercise. Write answers to these questions, using the contractions given on p. 167:

1. Is he at home ?	7. Do you know your speech ?
2. Are we going ?	8. Does he intend to come ?
3. Have you finished ?	9. Can you speak French ?
4. Has he come yet ?	10. Should we do wrong ?
5. May you go home ?	11. Would they go with us ?
6. Why could you not ?	12. Had you plenty of time ?

LESSON 139.— WORDS THAT CONNECT SENTENCES

Here are some sentences:

The boys went fishing. They caught some trout.
They cooked a few. They brought home the largest.

Let us join some of these sentences to make them sound better:

The boys went fishing *and* caught some trout.

They cooked a few *but* brought home the largest.

Words such as *and* and *but* that are used to join sentences or words are called conjunctions. Conjunction means joining together.

Here are some conjunctions:

and, but, or, nor, because, as, for,
since, unless, that, yet, if, lest.

Exercise. Name the conjunctions in these sentences:

1. John and James are brothers.
2. William is strong, but Thomas is stronger.
3. John, you shall go or I will.
4. Not a sight nor a sound of any creature was heard.
5. Men do wrong because they want to.
6. You must do as I tell you.
7. Let us do right for that is the only safe way.
8. He has been delicate since he was a child.
9. You must come unless it snows or rains.

MEMORIZE: A *conjunction* is a word used to join words or sentences.

LESSON 140.—EXERCISES ON CONJUNCTIONS

Exercise 1. Rewrite these sentences, using conjunctions to unite and improve them :

1. Uncle James went to town. Aunt Mary went to town.
2. Joe ate cake. Mary ate cake. I ate nothing.
3. Uncle Henry stayed in bed all day. He was sick.
4. Mother went to church. Father stayed at home.
5. You must study your lesson. I will compel you.
6. The farmer came to town. He wanted to sell his crop.
7. Be sure you are right. Go ahead.
8. Take your overcoat along. You may need it.
9. Walk slowly here. The ice is slippery.
10. Be polite to everybody. It is a sign of good rearing.

Exercise 2. Improve this story by joining the short sentences with conjunctions when necessary :

Some cows were standing in the barnyard. One of them lifted her foot. She kicked the cow behind her. The third cow kicked a fourth. The fourth kicked the one behind her. In a few minutes all the cows were kicking. Not one of them knew what she was kicking about.

LESSON 141.—EXERCISES ON CONJUNCTIONS

Exercise 1. Improve this paragraph by correcting the too frequent use of the word *and* and by breaking the long sentence into shorter ones :

I was sitting on my porch and was reading a book, and I did not see the dog coming and he ran up to me and bit me on the leg and I jumped up and hit him with a stick and he ran away and I think he was mad and my leg hurts and I want the doctor and my sister will go for him at once.

Exercise 2. Improve this paragraph by connecting the short sentences by means of conjunctions :

There was a noise in my room. I woke up. I saw a man. He walked very quietly. I said nothing. I was badly frightened. I hid under the cover. The man went to the bureau. He walked very softly. He set the lamp down. He opened the drawers quietly. He turned up the light. He coughed slightly. I looked out in alarm. I saw it was my father. I was greatly relieved.

LESSON 142.—STUDY OF A STORY**TOM BROWN AND ARTHUR**

Arthur finished his washing and undressing. He then looked round more nervously than ever. Two or three of the little boys were already in bed, sitting up with their chins on their knees. The light burned clear ; the noise went on.

It was a trying moment for the poor little lonely boy ; however, this time he didn't ask Tom what he might or might not do, but dropped on his knees by his bedside, as he had done every day from his childhood, to open his heart to Him who heareth the cry and beareth the sorrows of the tender child, and the strong man in agony.

Tom was sitting at the bottom of his bed unlacing his boots so that his back was towards Arthur, and he didn't see what had happened, and looked up in wonder at the sudden silence. Then two or three boys laughed and sneered, and a big brutal fellow, who was standing in the middle of the room, picked up a slipper, and shied it at the kneeling boy, calling him a sniveling young shaver. Then Tom saw the whole, and the next moment the boot he had just pulled off flew straight at the head of the bully, who had just time to throw up his arm and catch it on his elbow.

"Brown, what's that for?" roared he, stamping with pain.

"Never mind what I mean," said Tom, stepping on to the floor, every drop of blood in his body tingling. "If any fellow wants the other boot, he knows how to get it."

— THOMAS HUGHES, *Tom Brown's School Days*.

For Conversation.

Where do you think the boys were? What had Arthur been taught to do? What did one of the big boys do? Then what did Tom do? Tell the whole story in your own language.

For Writing.

1. Write a letter from Arthur's mother to her son at school advising him what to do.
2. Write a letter from Arthur to his mother telling her what happened.

Story Telling.

1. Tell a story of how you once saw a big boy punished for imposing on a little boy.
2. Tell a story of anything you have heard of boys who have gone off to school.

LESSON 143.—STUDY OF A POEM

THE SEA PRINCESS¹

In a garden of shining seaweed,
 Set round with twisted shells,
 Under the deeps of the ocean,
 The little sea princess dwells.

Sometimes she sees the shadow
 Of a great whale passing by,
 Or a white-winged vessel sailing
 Between the sea and sky.

Without the palace, her sea-horse
 Feeds in the crystal stall,
 And fishes, with scales that glisten,
 Come leaping forth to her call.

And when the day is faded
 From over the lonesome deep,
 In a shell as smooth as satin
 The princess is rocked to sleep.

— KATHERINE PYLE.

For Conversation.

Which lines in every stanza of this poem rhyme ?
 Why is this poem an excellent description ? Can you see the picture of the sea princess ?

Point out all the descriptive words in the poem. What are these words called ? Name all the nouns in this poem ; all the pronouns.

Point out all the verbs in these four stanzas ; all the adverbs ; all the conjunctions.

¹ By permission of Katherine Pyle.

LESSON 144.—EXERCISES IN WRITING

1. Write a short story about some gypsies that camped near your house one summer. Tell what questions you asked one of the men and the answers he gave you.
2. Write a short account of a house on fire, telling how hard it was to get water, what danger there was to the barn, how everybody called out, and how at last the fire was put out.
3. Write a story for Thanksgiving Day, telling about going to your grandmother's house; what you saw there and what you had for dinner. Tell what questions you asked of everybody and what answers they gave you.
4. Write a story imagining yourself to be Columbus on board his vessel bound for America. Tell what questions the sailors asked and what you replied, how alarmed everybody was and why, and what was done when land was seen.
5. Imagine yourself an Indian on the shores of America when Columbus and his men landed. Tell how they appeared to you and what you thought of them. Write an imaginary conversation between yourself and Columbus.
6. Write a story about a child you found crying on the street who said she was lost. Tell how you found out where she lived, how you comforted her and dried her tears, and how you restored her to her mother.

LESSON 145.—WORDS THAT SHOW RELATION

Let us study these sentences:

The dog is *on* the rug.

The book is *in* the bag.

The cat is *by* the fire.

In the first sentence the word *on* shows the relation between the dog and the rug. The dog is not *under* the rug or *by* the rug or *in* the rug, but *on* the rug.

In the second sentence the word *in* shows the relation between the book and the bag. In the third sentence the word *by* shows the relation between the cat and the fire.

MEMORIZE : Words that are placed before nouns and pronouns to show their relation to other words are called *prepositions*.

Here are some prepositions:

above	below	into	under
across	between	of	up
after	beyond	over	upon
around	by	through	with
before	from	to	within
behind	in	toward	without

Exercise. Using the prepositions given above, construct sentences showing the relation between :

1. A hat and a table.	8. A stone and the water.
2. A bird and a tree.	9. A man and the town.
3. A flower and a vase.	10. The sky and the earth.
4. A hen and the roost.	11. A rainbow and the shower.
5. A fish and a dish.	12. A walk and the park.
6. A cat and a chair.	13. A cellar and a house.
7. A ring and a box.	14. A glove and a hand.

LESSON 146.—SUPPLYING PREPOSITIONS

Exercise 1. In this story all the prepositions have been omitted. In reading, supply them to make the sense complete :

— the heights — Mt. Helicon, — a spring — water lived the Muses. Calliope was the name — one — them. She had a son named Orpheus, a wonderful musician who charmed everything — his lyre.

He cared — nothing — the world — his music, until he saw Eurydice. He fell — love — her. She loved him — her whole heart. They married and were happy — a long time, until one day she was stung — the foot — a snake, and died.

Orpheus wandered — the hills — his lyre, calling — Eurydice — such tones as would melt a heart — stone. At last the earth opened and he saw — him the black waters — the Styx, and Charon's boat filled — passengers. Hope rose — his heart. He stepped — the boat, went — the Styx and found himself — the region — the dead. He played — his lyre, and there floated — him thousands — souls, drawn — his music.

“I have come — Eurydice,” he said — Pluto.

“She may go — you,” was the reply, “but only — condition that you do not look — her until you are — the open air.”

Orpheus started back — earth, and heard a footfall — him. Eurydice was following him. When he was — the entrance, he glanced back to see her — a moment, but she vanished forever — his sight.

Exercise 2. Make a list of all the prepositions you have used in the above story. Which preposition have you used most frequently?

LESSON 147.—IN AND INTO

The preposition *in* means position inside anything; as,

The man is *in* the house. The bird is *in* the cage.

The preposition *into* means motion toward the inside; as,

The man is going *into* the house.

The bird is flying *into* the cage.

Exercise 1. In these sentences supply *in* or *into*:

1. We were walking —— the church.
2. They came —— the parlor.
3. The birds flew —— the hall.
4. The lions crept —— their lairs.
5. The child sleeps —— his bed.
6. The apples are —— the dish.
7. The fish jumped —— the boat.
8. The fish play —— the water.

Exercise 2. What is the difference between these sentences?

1. We were riding in the park. We were riding into the park.
2. We were strolling in the palace. We were strolling into the palace.
3. They walked in the woods. They walked into the woods.
4. The ship sailed in the bay. The ship sailed into the bay.
5. It rained in Augusta to-day. It rained into my room while I was out.
6. Some people moved in our neighborhood. Some people moved into our neighborhood.

LESSON 148.—BETWEEN AND AMONG

When we speak of two persons or things, we use the word *between*; as,

Our lot is *between* two stores.

When we speak of several persons or things, we use the word *among*; as,

I divided the apple *among* the three boys.

Remember: After the words *between* and *among*, always use *me, us, her, him, them*.

It is right to say :

Between you and me.

Between you and us.

Between John and her.

Among us boys.

Between you and him.

Among them all.

Exercise. Fill the blanks in these sentences :

1. Between you and —, I doubt what he said.
2. She sat between John and —.
3. The cake was divided — us all.
4. Among — boys there was a big fellow.
5. Between you and — there was a difference.
6. She scattered sunshine — us all.
7. The relations — the pupils are most cordial.
8. Divide this orange — Jack and Jill.
9. Who is there — you who has never erred ?
10. There is estrangement between — and —.
11. Lowell loved to dwell — his books.
12. — the dark and the daylight comes the children's hour.
13. — my many friends I love her best.

LESSON 149.—POEMS TO MEMORIZE

A GREEN CORNFIELD

The earth was green, the sky was blue;
 I saw and heard one sunny morn
 A skylark hang between the two,
 A singing speck above the corn.

A stage below, in gay accord,
 White butterfly danced on the wing,
 And still the shining skylark soared
 And silent sank, and soared to sing.

The cornfield stretched a tender green
 To right and left beside my walks;
 I knew he had a nest unseen
 Somewhere among the million stalks.

And as I paused to hear his song
 While swift the sunny moments slid,
 Perhaps his mate sat listening long,
 And listened longer than I did.

—CHRISTINA G. ROSSETTI.

TWIST ME A CROWN

Twist me a crown of windflowers
 That I may fly away
 To hear the singers at their song
 And players at their play.

Alas! your crown of windflowers
 Can never make you fly;
 I twist them in a crown to-day,
 And to-night they die.

—CHRISTINA G. ROSSETTI.

LESSON 150.—STUDY OF A DESCRIPTION**RAIN IN THE STABLE YARD**

The place was littered with wet straw that had been kicked about by travelers and stableboys. In one corner was a stagnant pool of water. There were several half-drowned fowls crowded together under a cart, among which was a miserable, crest-fallen rooster, drenched out of all life and spirit, his drooping feathers matted, as it were, into a single plume, along which the water trickled from his back.

Near the cart was a half-dozing cow chewing the cud, and standing patiently to be rained on, with wreaths of vapor rising from her reeking hide. A wall-eyed horse, tired of the loneliness of his stable, was poking his spectral head out of a window, with the rain dripping on it from the eaves. An unhappy cur chained to a dog house hard by uttered something every now and then between a bark and a yelp.

An uncomely servant girl tramped backward and forward through the yard on pattens, looking as sulky as the weather itself. Everything, in short, was comfortless and forlorn, excepting a crew of hardened ducks assembled, like boon companions, round a puddle, and making a riotous noise over their liquor.

— WASHINGTON IRVING.

For Conversation.

This description is vivid and accurate. Notice how clearly the picture is drawn in words that make us see all the details of the scene. Study every part of it so that you can tell all about it.

What animals are mentioned in the scene and what are they doing? What things are mentioned? What person is mentioned, and how does she look? What were the only animals that appeared to enjoy the day?

LESSON 151.—STUDY OF A PICTURE**THE INDIANS****For Conversation.**

1. Tell what you know about the Indians.
2. In what do they live and how is it made?
3. How do the Indians dress?
4. How do they support themselves?
5. What would you do if you were an Indian?

For Writing.

Exercise 1. Write sentences connecting these ideas:

1. The Indians, the plains.	4. Two Indians, a horse.
2. A boy, bow and arrow.	5. Indian woman, beads.
3. A wigwam, skins.	6. Indian, boys, school.

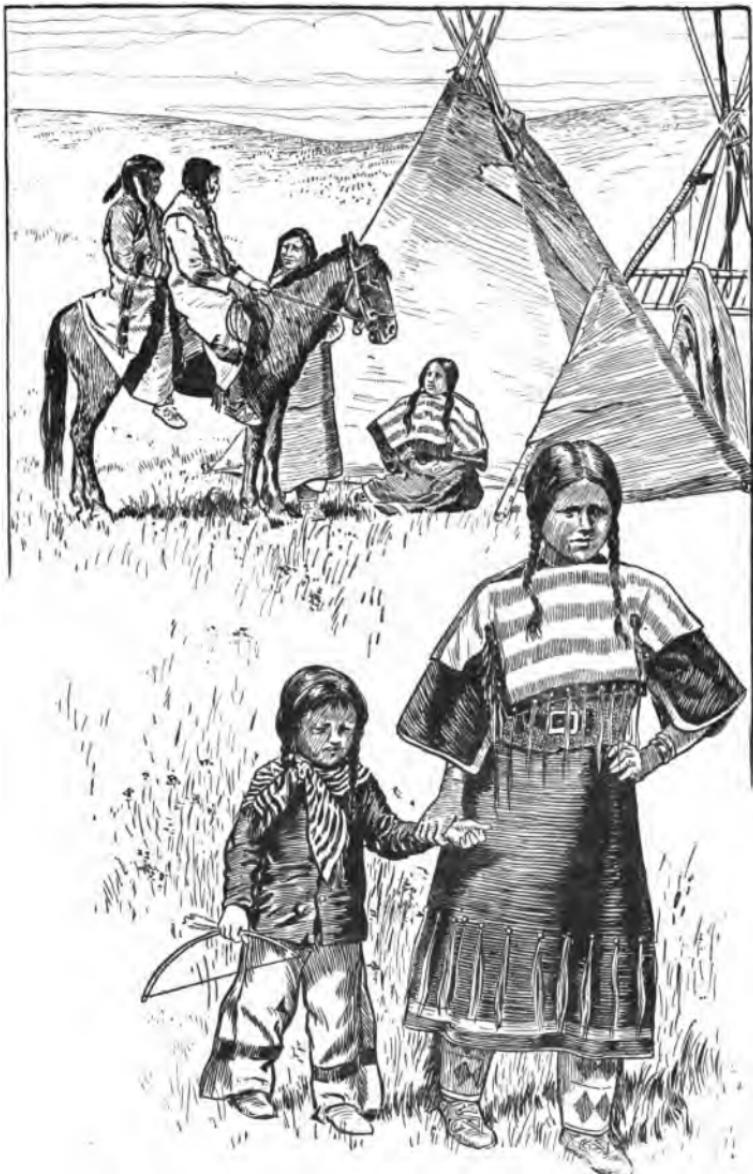
Exercise 2. Using these outlines, write some stories about Indians:

1. On the plains — a wagon train — attacked by Indians — a fight — cowboys to the rescue.
2. A big circus — Indians parade — their exhibition — shooting — riding.
3. An Indian village — some boys — bows and arrows — a target — Indian woman.
4. Early settlers — going to church — guns — a fort — an Indian attack.
5. A war dance — paint — drums — on the march — the battle — the slain — scalps.

Draw a picture of a wigwam and color it brown.

Draw a picture of a bow and some arrows.

Draw a picture of an Indian boy.



LESSON 152.—SOME DESCRIPTIONS TO WRITE

1. Write a description of a ship in a gale. Tell about the clouds, the waves, getting the ship ready for the storm, the passenger, the storm itself, how the ship behaved, etc.
2. Write a description of the breaking of a mill-dam. Tell about the heavy rain, the swollen streams, the pond overflowing, the dam breaking, the mill carried away, the loss of property, and what the miller said.
3. Write a description of a railroad wreck. Tell about how fast the train was going, what caused the wreck, what passengers were injured, what damage was done, and what the people said.
4. Write a description of a bear hunt. Tell where it was, who was with you, and what guns you carried ; how the dogs found a bear, the long chase, the fight, how the bear climbed a tree, how he was dislodged and finally captured.
5. Write a description of dogs chasing a deer. Tell about the dogs, the hunters, the trail, the baying of the dogs, the capture of the deer, his size, weight, etc.
6. Write a description of a fair. Describe the general scheme of decoration. Tell about the flower booth, the candy table, the book table, the fancy goods table, and the grab bag. Describe the appearance and clothes of some of the people, and tell what they did.

LESSON 153.—WORDS THAT EXCLAIM

When we are moved by great surprise or sorrow or joy, we use some words to express our emotions. In these sentences note the first words:

Hurrah! our side has won.

Alas! the poor man died.

Look! the house is on fire.

The words which are followed by the exclamation point (!) are called interjections. They are thrown into the sentence when we are excited by any deep or sudden feeling. Here are some interjections:

ah! oh! O! alas! alack! hurrah! look! see!

MEMORIZE: A word used to express a sudden or deep feeling is called an *interjection*.

An interjection is usually followed by an *exclamation point*.

Exercise. Name the interjections in these sentences:

1. Oh ! what a pity he did it that way.
2. Alas ! I have lost all my money.
3. Hurrah ! the flag is down.
4. Pshaw ! how foolish you are.
5. Bravo ! that was well done.
6. What ! take my money and my life ?
7. Oh ! would that thou wert with me.
8. Hurrah ! boys, hurrah ! fling our banner to the breeze.
9. Ah ! broken is the golden bowl.
10. Ay ! this is freedom.
11. Oh ! the story-book boy, he's a wonderful youth !
12. Hello ! I say, are you deaf ?
13. "Oho ! this is the tree," said Santa Claus.
14. Alas ! how easily things go wrong !

LESSON 154.—GENERAL REVIEW

A **noun** is a word used as the name of any person, place, or thing.

A **pronoun** is a word that stands for a noun.

An **adjective** is a word used to describe or limit the meaning of a noun or a pronoun.

An adjective of one syllable is compared by adding *er* or *est* to the simple form of the word.

An adjective of several syllables is compared by the use of the words *more* and *most*.

A **verb** is a word that expresses acting or being acted upon.

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

A **conjunction** is a word used to join words and sentences together.

A **preposition** is a word placed before nouns and pronouns to show their relation to other words in a sentence.

An **interjection** is a word used to express a deep or sudden feeling.

Possession or relation is shown by using an apostrophe ('), or an apostrophe followed by *s*, as 's.

Whenever a word is **contracted** by leaving out one or more letters, or when two words are contracted into one word, an apostrophe is used to show that certain letters have been omitted.

LESSON 155.—ABBREVIATIONS

We may abbreviate a word by writing only a few of the letters. Thus we say "Broad St." for "Broad Street" and "Austin, Tex.," for "Austin, Texas."

Remember: A period always follows an abbreviation.
Here are some abbreviations:

acct.	account	Messrs.	gentlemen
A.D.	in the year of our Lord	M.	noon
A.M.	before noon	Mr.	Mister
Av.	Avenue	Mrs.	Mistress
Co.	Company	Mt.	Mountain
C.O.D.	Cash on Delivery	p.	page
Cr.	credit	P.M.	afternoon
ct. or ¢	cent	pro tem.	for the time
do.	ditto (the same)	qt.	quart
e.g.	for example	St.	Street or Saint
etc., &c.	and so forth	viz.	namely
gal.	gallon	vs. (<i>versus</i>)	against

You will learn other abbreviations in time, but these are sufficient to show how they are made.

Exercise 1. Read these sentences:

1. Messrs. Jno. Jones & Co., of Euclid Av., have sent you a bundle marked C.O.D. \$9.40.
2. My dear Mrs. Thomas: We shall be at home on Howard St., Tues., Apr. 16, at 4 P.M.
3. Your acct. shows a Cr. of \$10.00. You must balance the remainder before Mon., the 12th, at 12 M.
4. The case of Col. Peterson *vs.* Thos. Symmes & Co. was dismissed pro tem.

Exercise 2. Write other sentences illustrating the abbreviations given in the list.

LESSON 156.—A POEM TO MEMORIZE

EASY LESSONS¹

There isn't a blossom under our feet
But has some teaching, short and sweet,
That is richly worth the knowing ;
And the roughest hedge, or the sharpest thorn,
Is blest with a power to guard or warn,
If we will but heed its showing.

So do not spoil your happy looks
By poring always over your books
Written by scholars and sages ;
For there's many a lesson in brooks or birds,
Told in plainer and prettier words
Than those in your printed pages.

— PHŒBE CARY.

¹ By permission of, and special arrangement with Houghton, Mifflin and Company, the authorized publishers.



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